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ABSTRACT

This report describes the first-year progress of the Fredonia/Hamburg Teacher Education Center and is concerned with aspects of the general format, program, and organization of the center. Chapter one defines and discusses the development of competency-based programs and describes the purpose of the Teacher Education Center at Fredonia/Hamburg. Chapter two discusses the rationale, organization, and planning of the center. Also described is the progression from traditional student teaching to the internship. Chapter three evaluates the teacher education center according to three major concerns: classroom instruction, organization, and professional development of the interns. Chapter four makes eight recommendations concerning the establishment of a program committee, the value base of the program, competencies and associated activities, and staff responsibilities. Chapter five is an epilogue, briefly commenting on the second year of the program. A 17-item bibliography and three appendixes are included. (PD)

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Formative Studies of First Year of the Competency-Based Field Center for Teacher Education at Hamburg, New York

by

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As based on studies conducted
through

The Teacher Education Research Center
State University College
Fredonia, New York

June, 1974

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FOREWORD

This report is a description of the first year progress in the establishment of the Fredonia/Hamburg Teacher Education Center and the documentation of the formative studies conducted on the development of this competency-based Field Center. The studies reported herein are concerned with the large aspects of the general format, program and organization of the Center. The day-to-day flow of information regarding the effectiveness of specific aspects of the program on the basis of which week-to-week refinements were made is not included as a part of this report. However, they constitute a very important aspect of the formative evaluation program. The success of both the formal and informal, day-to-day evaluation procedures is, in large part, due to the leadership and initiative of the Coordinator of the Center project, Dr. Daniel W. Wheeler, and the TERC representative at the Center, Mrs. Lois Jones. A great many others from the Hamburg Schools and the College contributed to the development of the Center and the documentation of the results of this first year. No effort will be made to list these contributors. Their help is greatly appreciated.

The much greater smoothness of the second year operation of the Center is, in part, due to the continual feedback of the formative evaluation continued during the first year and which is described in this report. This is an effort to describe our evaluative process and share it with others who may be involved in similar development procedures.

The report of a follow-up survey of the Center interns is contained in a separate publication entitled, "Hamburg Center Intern Follow-up" and a limited number of copies are available from the Teacher Education Research Center.

Appreciation is extended to secretaries Mrs. Marian Anderson and Mrs. Gertrude Reep who were helpful in preparing many of the evaluation instruments and reports involved in the evaluation.

Special appreciation is extended to the Hamburg School System for taking responsibility for reproducing copies of this report.

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KGN:MTA

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Chapter 1

INTRODUCTION TO COMPETENCY-BASED TEACHER EDUCATION

I. Definition of Competency-Based Programs

Teacher education programs have been subjected to an increasing amount of criticism during the past several years. The basis of this criticism has been that teacher education, which consists mainly of the accumulation of a required number of college credits, lacks relevance and does not equip the student with the necessary skills to perform the complex job of teaching. What are the necessary skills? How can the relevance of a program be provided? Competency-based teacher education programs (CBTE) have been proposed as an answer to these questions. But what constitutes a CBTE program? How does it differ from a traditional teacher education program?

It becomes increasingly apparent that some central definition of terms is appropriate. Robert Houston and R. B. Howsman (1972, p.3) have stated very adequately that, "Competence ordinarily is defined as 'adequacy for a task,' or as 'a possession of required knowledge, skills, and abilities.'" There is no dictionary definition for competency-based programs as such. These words were phrased or coined to define a movement from demonstrating knowledge to an ability to do something. This approach, then, requires not a simple definition but, rather, an understanding that competency-based programs must include objectives (competencies), instruction (acquiring of knowledge), accountability (responsibility for what's

expected), and personalized tasks (individualization of instruction).

There are some generic, essential elements for competency-based programs. These elements have been outlined by the American Association of Colleges for Teacher Education. They include:

Essential Characteristics

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make specific competencies, and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expected levels of mastery under specified conditions, and made public in advance.

3. Assessment of the student's competence uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

Implied Characteristics

1. Instruction is individualized, personalized, and modularized.

2. The learning experience of the individual is guided by feedback.

3. The program, as a whole, is systematic.

4. The emphasis is on exit, not on entrance, requirements.

5. The student is held accountable for performance, completing the program when, and only when he demonstrates the competencies that have been identified as requisite for a particular professional role.

Related and Desirable Characteristics

1. The program is field-centered.

2. There is a broad base for decision making (including such groups as college/university faculty, students, and public school personnel).

3. The protocol and training materials provided to students focus upon concepts, skills, knowledges, (usually in units called modules) which can be learned in a specific instructional setting.

4. Both the teachers and the students are designers of the instructional system.

5. The program is open and regenerative; it has a research component.

6. Preparation for a professional role is viewed as continuing throughout the career of the professional.

7. Instruction moves from mastery of specific techniques to role integration.

In summary, a competency-based program essentially and modestly should at least consider pre-planned objectives (competencies), techniques for the assessment of these competencies, and means of decision-making in relation to objectives and individual learning needs.

II. The Development of Competency-Based Programs

During the past decade public attention has increasingly focused on the schools and their difficulties in providing adequate education for all segments of the nation's population. The responsibility to fulfill this mandate ultimately falls upon the teachers. It is they who are expected to help develop an adequate foundation for learning which will be of use to pupils throughout their lives. "The condition of teaching requires each teacher to make decisions and translate the

decisions into actions (performance). Accountability for performance (both teacher and learner) will be based on the quality of decisions as well as actions."

In an attempt to improve education and assist teachers to meet society's rapidly changing needs, educators are engaged in a continual search for alternative means to improve teacher competence. The concept of performance-based teacher education emerged in the latter part of the Sixties as one alternative way to prepare teachers.

By 1970 many states had commenced to explore the possiblity of certification of teachers based on performance as well as on education and knowledge. Traditionally, certification of teachers is granted upon the completion of a state-approved teacher education program or upon the completion of certain courses worth a particular number of credits as indicated by a college transcript. This common procedure is assumed by some persons to "...guarantee that teachers and administrators are properly prepared..." (Kinney 1964, p. 4) but it does not specify explicitly what competencies have been mastered. Therefore, a belief was generated that performance objectives can provide minimal specifications for the development of teacher competence. Referred to as performance-based certification, this approach, it was hoped, could be combined with performance-based teacher education programs to aid in bridging the gap between theory and practice and to provide more competent teachers.

Other sources, too, provided impetus to the movement. The United States Office of Education (USOE) encouraged the performance-based teacher education movement through funding. Funds were provided for the development of ten model Elementary Teacher Education Programs based on some form of performance criteria. One such project was initiated in 1970 at the University of Georgia. The college of Education became committed to a total performance-based program in elementary education. Attempts were made to provide field experiences in rural and suburban schools with integrated populations. At Columbia University the performance-based program was the only preservice elementary education program in the college and enrolled thirty-two preservice students, plus others from Special Education. Students in the program attended full-time and completed the program in three semesters. During the summer semester the students developed and operated a school program for an integrated urban population. Other similar teacher-corps programs began in 1970 and the USOE continues to support such programs which require performance-based training.

Also, at this time the American Association of Colleges for Teacher Education developed standards that require a faculty to define the professional roles of the teachers and design preparatory programs based on these roles. It was implied that performance objectives (competencies) would be derived from these roles. Judgments about the quality of the programs, the standards indicated, should be in terms of these objectives. "The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively." (AACTE, 1970, p. 12)

The AACTE surveyed its institutional membership in 1970 to determine what colleges were operating performance-based teacher education programs. It was clear from the responses that there was uncertainty about performance-based teacher education, that there were few teacher education programs which identified themselves as being performance-based, and that there was a widespread desire for information about such programs. (AACTE, 1972)

The early seventies brought some interest in teacher competencies, some funding, a few initial efforts and many reservations on the part of most training institutions. There were a few exceptions, however. Programs that serve as prototypes for other institutions were developed at Illinois State University, University of Wisconsin, University of Nebraska, University of Florida and Utah State University.

The professional education program for preservice secondary teachers at Illinois State University underwent sweeping changes in 1969. Today, instead of massing eight semester hours in traditional courses (Secondary Curriculum and Methods, American Public Education and Secondary School Reading), nearly 2,000 Juniors and Seniors are working their way through self-paced instructional packages. These packages are organized into a book called the Professional Sequence Guide. The students work at their own rate, with the help of a team of professors utilizing a systems approach. The program is competency-based in that desired teaching behaviors are specified in the self-paced packages, and a demonstration of proficiency is needed for each competency before credit is awarded.

Although there are features common to each instructional package (e.g., a set of objectives, questions to be answered, required and optional learning activities, evaluations), they vary a great deal in content. Each of the instructional objective packages is assigned a merit weight that approximates the number of classroom hours an average student would need to complete the package. Equating 40 merits with each semester hour of credit, 320 merits would complete the course. About 70% of these merits include all the objectives that instructors consider essential for the preservice teacher. The remaining 30% may be earned by working through optional self-paced packages or contracting for merits with advisers for independent study projects (Getz, 1973, pp. 300-302).

At the University of Nebraska a performance-based program for preparing secondary school teachers also has been in operation since 1969. The Nebraska Secondary Teacher Education Program replaces traditional course content with specific learning activities related to behaviorally stated objectives. Integrating theory and practice, prospective teachers are involved in self-directed learning with an emphasis on problem solving. The program has moved toward the field, with continual involvement and input from educators in public school systems. While the results of the Nebraska Program are still inconclusive, the data point rather clearly to two major findings: Teacher education students like this program better than traditional instruction. Children taught by the program people can achieve more. (Sybouts, 1973)

The University of Wisconsin Teacher Center is currently building upon the work of the Wisconsin Elementary Teacher Education Project initiated in 1968. It was WETEP which originally produced specifications and feasibility studies for competency-based, individualized, inservice teacher education. In addition to providing facilities for this training, the center has established a learning-resource center, has provided technical assistance to local school districts throughout the state and has provided a center that will serve the State Department of Public Instruction as a pilot for other centers that are to be developed throughout the state.

The Florida State Teacher Center, in collaboration with the State of Florida and several public school districts in 1971 began developing a Teacher Center focused on provision of a nucleus for a network of Portal Schools. A two-phased operation is designed to determine operational competencies needed by the cadres in the Portal School Network. For teachers who move from the Portal School environment into regular schools in their districts, follow-up training and necessary support is provided. Particular attention is given to two major areas of teacher competence: (1) human-relations competencies, with emphasis on those that enable effective teaching of disadvantaged pupils; and (2) the competencies needed to utilize instructional technology for optimization of the pupil's learning environment.

Subsequent to these activities, a series of workshops were conducted throughout Florida during November and December of 1971 and during the Spring of 1972. At each of these sessions critical

comments and the contributions of competency statements were solicited from teachers, public school personnel and university personnel for consideration in the revision and expansion process.

The first contract with the Florida Department of Education called for three things:

1. Development of a system for classifying teacher competency statements.
2. Cataloguing statements of generic teacher competencies and of competencies most pertinent to elementary teaching.
3. Presentation of the system and the catalogue to teacher educators throughout Florida for critique and for soliciting widespread input to the catalogue.

In simplest terms, the catalogue provides users with an array of competency statements from which descriptions of teachers can be built. Once competencies have been selected, they must be operationalized by specification of the conditions under which the performance is to occur and the criteria by which satisfactory performance is to be judged. (Florida, 1972)

At Utah State University the competency-based teacher education takes the form of a learning sequence of protocol modules. A protocol module is a self-instructional package of printed and filmed lessons designed to help the prospective teacher understand an important concept relevant to teaching and relate this concept to classroom practice.

The essential characteristic of the protocol materials is their relevance to the actual classroom and their capacity to relate important teaching concepts to specific teaching behavior. In this respect, the protocols are fundamentally different from most textbooks used to train teachers in the following respects:

1. Each protocol starts with a set of learner objectives. These objectives spell out in very specific terms what will be expected after one has completed the module. Many students fail in conventional college courses simply because they cannot figure out what they are expected to learn. The objectives provide help in successfully completing the protocol modules.
2. Information about concepts and relevant teaching behavior is backed up with practice exercises which are carefully designed to help achieve the specific learner objectives. Unlike textbook content which is read passively, the learner plays an active role in completing the protocol lessons. Such active participation increases the amount learned from the lessons. The lessons are scaled so that each lesson moves closer to performance that is similar to the task of a teacher in a regular classroom. In effect, the lessons provide a carefully constructed map to help make the difficult transition from theory to practice.

3. The instructional materials are much briefer than those found in most textbooks. The textual information has been cut to a minimum, leaving only that which is necessary. This means that, although little reading is involved, that which is included is important and must be studied carefully.
4. Protocols differ from conventional learning materials in that they provide for individual learner differences. In the Utah protocol modules, individual differences are provided for by self-pacing and branching. A self-pacing instructional program is one in which the learner can progress through the learning experience at his own rate. Branching provides the learner with different routes he can follow in reaching the objectives. The protocols employ simple branching to adjust the learning experience for persons who require more or less practice to reach the objectives. Since self-evaluation measures are also included, the learner has a firm basis for deciding whether or not he needs additional practice. (Borg, 1972)

In 1971, twelve pilot situations were established for the development of teacher competencies in various areas of study. The pilot situations include representation from urban, suburban and rural schools. Most of the districts are still in the writing stage of the process although a few have commenced implementation. To date, the only competencies issued by the S.E.D. have been in the field of reading. The Department, however, intends to ultimately make such competencies the basis for performance certification.

III. Purpose of the Fredonia-Hamburg Teacher Education Center

The purpose of the project which is described in this report is to establish and develop a field-centered, competency-based teacher education program in the Hamburg, New York, Central School District. The ultimate objective of the project is to develop a teacher education center which possesses the essential, implied, and related desirable characteristics which were outlined by the AACTE (1970) and incorporate the major features of the model programs. This ultimate objective can only be attained through a cyclical period of development. This report deals with the development of the center during the first annual cycle.

Chapter 2

THE TEACHER EDUCATION CENTER

I. Rationale of the Center

The Teacher Education Center concept is a means of providing teacher training for both pre-service and in-service teachers. Each undergraduate student or practicing professional has a means of acquiring growth and becoming increasingly more competent according to his own particular stage of development. Generally, a Teacher Education Center provides a means for groups or individuals to progress through a series of experiences, both formal and informal, by which they can increase their competency level for entry into the profession or increase their effectiveness in the classrooms they already serve.

The premise of the Teacher Education Center concept is that all teachers do want to constantly improve themselves professionally. This means that consortium efforts of joint responsibilities between public schools and colleges are necessary to promote the growth of these skills and behaviors which will allow more students and teachers to have experiences that ultimately will make them more functional in terms of teaching and evaluation.

Specifically, the purposes of a Teacher Education Center as worked out in the University of Maryland, for example, are: (1) to cooperatively design, implement and evaluate model teacher education programs; (2) to integrate theory with practice, the on-campus and the pre-service with the in-service; (3) to

articulate the theoretical teacher education faculty with the clinical teacher education faculty in such a way that they both work together in teams at the same time, in the same place on common instruction in supervisory problems; (4) to bring together pre-service and in-service teacher education into one continuing program; (5) to utilize professional development for the pre-professionals as well as the practicing professionals; (6) to provide a focus for studying teaching and supervision, pre-service and in-service training, integration of theory and practice, the planning and conducting of research, and designing of field-tested model programs; (7) to develop a core of associates in teacher education; (8) to regularly utilize educational technology such as micro-teaching in cognitive and affective systems for analyzing teacher education; (9) to objectively and systematically analyze what goes on in the classroom and to develop specific goal-orientated strategies or competencies for teaching and supervising.

There are many fundamental implications or assumptions behind a teacher education center: (1) One of the goals and objectives for learning and growth will be determined within the context of public schools with children, not away from them. Collegiate institutes no longer hold a special corner on knowledge which must be imposed in terms of preparation for teaching in public schools; (2) That there is a definite need for mutual trust and respect between the sharing institutions; (3) That both institutions are committed to follow through on a coordinated effort for the education of teachers into the profession or those practicing within

the profession; (4) That these institutions are committed to working out procedural problems which undoubtedly arise as they mutually proceed through this approach; (5) If the public schools are to assume a greater influence in the pre-service training, then the colleges would assume a greater influence in the in-service program for professional development; (6) That, for the teacher education center model to be successful, a philosophical commitment on the part of the teachers participating and college personnel servicing the center be centered around a mutually designed set of broad educational goals.

II. The Progression from Traditional Student Teaching to the Internship

A. Traditional Student Teaching

Those individuals receiving training through the competency-based teacher centers are completing a most important developmental step. They are serving an internship, not theoretically unlike the medical internship, in which the theory is amalgamated with the guided practice experience.

The traditional student teaching program usually provided students with experience ranges from six to eight weeks within the district. Faith was placed in the direction provided by each college supervisor and supervising teacher. It was these persons who provided the thrust for the training of the student teacher with little influence from outside forces. It was this approach that usually perpetuated traditional educational procedures, and the success of the preparation was primarily

left to the supervising teacher. The correlation between methods courses and practical application was minimal. The period of experience was often too short to permit exposure to the total educational experience.

Traditional student teaching actually put many burdens for professional development upon the student himself. Lesson plans were written with little guidance, lessons were taught with little insight into the total developmental or instructional process and efforts were critiqued with few criteria for evaluation. The student teachers often taught as they were taught or as they were told to teach within the parameter of a very narrow perception of the total experience. The result was often survival rather than growth for each cadet.

The third member of the traditional plan was the college supervisor. This was the only direct avenue between the school and college and it was, in fact, a route too infrequently travelled. Three or possibly four observations followed by a series of post-observation platitudes was usually the normal order. The supervisor's perceptions were often narrow and the results of his infrequent interaction. Although the attempts made through traditional student teaching were designed to be purposeful, in the final analysis the results were limited due to the lack of coordination, integration and understanding between the college and practice situation.

B. The Internship

In the sequential progression of steps from traditional student teaching to the teacher education center model, consideration should be given to what is an internship program. Internship requires a one-year experience for the correlation of both theoretical knowledge and applied practice. To accomplish this task, competencies, objectives, goals, and performance criteria are some of the possible means of providing instructions (methods) and classroom application. Competency is gained through the acquisition of knowledge and the ability to demonstrate the skills acquired. The individual competencies or modular packages are usually designed in progression from the easy to the more difficult. Interns can progress at individual rate with emphasis on overall growth as related to a minimal level of acceptability or competence. These interns experience: (1) the recognition of competency; (2) knowledge and understanding of the competency; (3) alternatives, ways to achieve competency; (4) practical application of the competency. Throughout the internship program, evaluation is an ongoing process. The classroom teachers, college supervisors, college instructional personnel, school administrators and interns mutually participate in this process.

The internship approach to pre-training of teachers as well as the in-service training of professional staff provides the following advantages for classroom application: (1) individual

and small-group instruction is made more available; (2) interns have new, fresh ideas presenting content and skills; (3) teacher time is eased by a shared preparation of materials; (4) routine tasks are shared with interns; (5) some large-group projects are made much more meaningful with two teachers in a room; (6) children have a more personal relationship with teachers; (7) a variety of good learning situations can be planned, prepared and presented for students. The internship program and the availability of resource personnel also provide several advantages for faculty members: (1) Methods courses coordinated with experience and teachers have input to what they think is needed; (2) Resource persons at the college are available for information on new method; and techniques; (3) Demonstration lessons and/or materials are available for those seeking new ideas; (4) Graduate courses are available within the district; (5) Expertise in educational training is readily available for all interested classroom teachers; (6) New criteria are available for self-evaluation and growth.

III. The Organization of the Fredonia-Hamburg Teacher Education Center

A. The Consortium

The dictionary definition of consortium amusingly reads as "the legal right of one spouse to the company, affection and service of the other." Although the relationship between a consortium and competency-based teacher education may not be completely clear, the future of the latter movement depends very

greatly upon new arrangements and relationships among people and institutions. In addition, the consortium, particularly where it is based upon some form of consensus model of governance, is one of the most powerful instruments for educational change and improvement. It is the basis for any effective shift of teacher education in the direction of bringing together the worlds of preparation and practice.

During the past decade, there has been a rapid increase in the number of consortia of all kinds. Acronyms such as CONPASS, TEPS, NASTEC, COMFIELD and NCPP have become part of educational jargon and often lead to confusion as to purpose. It is probable that more than 10,000 consortia are at work in American education today. It is also equally true that no two of them are completely alike. (Houston and Howsam 1972, p. 81). If the purposes and structures of the existing consortia are diverse, so too are the theoretical definitions provided by the educators. Daniel, for example, describes a consortium as a group of two or more institutions or agencies organized, either formally or informally, to carry out specified mission. William Kelley states that a consortium is any grouping of individuals or corporations that associate for specific purposes and act together under an agreement that has been formalized with the intention that it continue in effect over a period of time. Donald Bigelow describes a consor-

tium as "a group of strange bed-fellows, the real association of which reflects considerable progress both in cross-fertilization and in common sense." In other words, any attempt to specifically define a consortium soon leads to the conclusion that there are as many definitions as there are types of institutional partnerships or agreements.

The people who make up a consortium often identify with the particular institution or constituency that they represent. Consequently problems of unity of purpose and cohesiveness emerge in the consortium structure. This problem may be related to some extent to the set of conditions and procedures under which the consortium is organized and implemented. Smith and Goodlad (1964, pp. 24-25) have identified some basic operative principles for consortium organization and implementation to overcome the identity problem:

1. To organize in such a way that there is always a legitimate route for the injection of new ideas from each party concerned.
2. To arrange the power structure in such a way that university, state, and school are responsible for that which is peculiarly in their domains and bring to the partnership their special learnings and concerns.

3. To set up organizational structures which are viable enough as institutions that they do not stand or fall on the strength of one or two enthusiastic personalities, but can exist through transitions caused by changes in specific personnel.
4. To provide for a system of checks and balances of power to prevent one power block from overwhelming all the others.
5. To plan on a gradual emergence of inter-institutional structure as individuals persuade others of need; let the structure grow naturally and uniquely rather than falling into the trap of building a grandiose structure that does not fit and is, therefore, never used.
6. To ensure that there are executive positions or officers designated in the structure whose duties are described and include the right to carry out the decisions of policy-making and program-planning groups.

Such principles might well guide the development of a consortium in which unity and identity are organizational foci. However, the arrangement of the consortium cannot be formalized

until such time as the goals for the competency-based program have been established or before all parties have agreed upon sound principles of effective organization and participation.

B. The Agreement Between Hamburg Central School District and the State University College at Fredonia

The Hamburg Teacher Education Center is founded upon a consortium agreement between the Hamburg Central School District and the State University College at Fredonia. Representing the district are members of the Hamburg Teachers Association, Board of Education and the administration. Representing the college are members of the Fredonia administration, Teacher Education Research Center (T.E.R.C.), Office of Field Experience and Education Department. The purpose and functions of the consortium are:

(1) to provide for the amalgamation of the resources of each institution

(2) to provide for the reallocation of finances for teacher education

(3) to provide a means for shared decision-making in teacher education

(4) to provide means for combining pre-service and in-service training experiences

(5) to provide for the exchange of ideas between the district and college

(6) to bridge the gap between theory and practice in teacher education.

In other words, the consortium is the governing body of the Teacher Center providing for the finances and personnel necessary for sustaining the cooperative effort.

The executive arm of the consortium is the Steering Committee, responsible for the policies, procedures and operational regulations of the Teacher Center. Actions and recommendations stemming from the Steering Committee are submitted to the consortium for approval. It was from this group that the following memorandum of agreement for the establishment of the Teacher Center was developed:

TEACHER EDUCATION CENTER PROPOSAL

WHAT THE HAMBURG CENTRAL SCHOOLS ARE BRINGING TO THE TEACHER EDUCATION CENTER

(1) Commitment of: Staff

(a) minimum of 30 teachers who have agreed to work with student teachers

(b) other staff willing to work on teacher competencies and program development (in addition to the 30 above)

(2) Involvement of supportative personnel (media, reading teacher, resource room teacher, guidance, librarian) in orientation, seminars, and program development and teacher competencies.

(3) Involvement of administrative personnel at the building unit level in terms of general support, plus counseling, assignments, seminars, teacher competencies, and program development.

(4) Assignment of some clerical assistance to the center and its appointed coordinator.

(5) Involvement of all curriculum extension personnel, (art, physical education, music) in terms of observations and participation.

(6) A working relationship with other districts for visitation days and observation privileges. (both suburban and inner city schools)

EQUIPMENT AND FACILITIES

(7) Use of classrooms for instruction and observations.

(8) Utilization of space for meeting rooms and seminars.

(9) Office space and related equipment (desks, tables, chairs, cabinets, and A-V equipment).

(10) Video-taping of all student teachers.

(11) General office supplies.

WHAT THE STATE UNIVERSITY COLLEGE AT FREDONIA WILL BRING TO THE TEACHER EDUCATION CENTER

(1) Center Coordinator

(2) University Personnel for:

a) Reading
b) Math
c) Science
d) Social Studies
e) Ed. Psych.
f) Child Growth & Development

(3) Student teachers--30 students are necessary

(4) Graduate courses:

a) "Supervision of Student Teachers"--mandatory for all participating teachers.

b) "Educational Psychology"

Both courses are open to all district personnel.

(5) Seminars for teachers

Seminars for student teachers

(6) Time--group planning and working out teacher competencies.

(7) Supervision of program.

(8) Travel monies for Fredonia personnel.

(9) Monies for pertinent conference expenditures.

(10) Telephone--communications from Education Center to college campus.

(11) Availability of tuition waivers for teachers involved in the program.

TIME

(1) Teacher time

a) six hours in seminars

b) four formalized planning sessions for orientation --2 hours each

c) continuous time devoted to training, planning observation, evaluation, and creation of teacher competencies for both student teachers as well as classroom teachers

d) release time for teachers (planning, conferences, evaluation, etc.)

FUNCTIONS OF FREDONIA PERSONNEL

(As seen by Hamburg Central School Administration)

- This does not include the Center Coordinator (see below)

(1) Teaching responsibilities

(a) workshops--seminars

(b) undergraduate courses--methods

(c) graduate courses--system staff

(2) Supervisory responsibilities--communicate to center coordinator.

(3) Coordinate responsibilities on all matters to the center coordinator.

(4) Development of pre-service and teacher competencies.

(5) Assistance on program development and Education Center evaluation.

CENTER COORDINATOR'S BASIC ROLE

(1) College personnel directly responsible to the coordinator.

(2) Student teachers responsible on a coordinate function to center coordinator, building principals and classroom teachers.

(3) Coordinator's role is independent from the office of field experience. (nature of Pilot Project & Communications)

(4) The center coordinator will keep the assistant superintendent for instruction apprised of all program developments.

(5) The center coordinator will keep the dean of professional studies apprised of all program developments.

(6) The placement of student teachers by the center coordinator shall be cleared through the office of the director of personnel development.

(7) Coordinator acts as chairman of committee for the expenditure of outside funds.

IV. The Planning for the Fredonia-Hamburg Teacher Education Center

A. Steering Committee

In the development planning for the Fredonia-Hamburg Teacher Education Center, it became apparent that a Steering Committee would be necessary. The purpose of this committee was to provide a governing body for the Consortium membership. The major thrust of this group was to develop basis for operation, workshops for planning, orientation sessions for staff and interns, and planning sessions for competency development.

The membership of the Steering Committee consisted of representation from the Consortium body. This included individuals from the Hamburg Teachers Association, Hamburg Administrative Staff, State University College at Fredonia Faculty and Administration. At necessary intervals past student teachers and present practicing interns were consulted regarding policy formulation and procedural modifications.

The first endeavor of the Steering Committee was to descriptively develop goals for the Center Program. Stated below are the results of the Steering Committee's efforts:

GOALS OF THE CENTER PROGRAM

Goal #1. Provide further individualization for Hamburg pupils--

Results:

(a) A questionnaire to Hamburg teachers working with interns indicates further individualization in all areas examined (organization, evaluation, planning and instructional strategies).

(b) Observation indicates more grouping, greater differences in materials and more diverse planning.

Goal #2. Provide (inservice) professional development for cooperating teachers--

Results:

(a) Supervision of student teaching--fall (35 teachers)--coursework

Special Problems in Education--spring (27 teachers)

(b) Teacher seminars during the school day

(c) Experience of working with another adult (an intern) interested in education

(d) Expertise of the Fredonia staff

Goal #3. Provide Interns opportunity to develop in an educationally sound environment--

Results:

(a) Assignment to three cooperating teachers

(b) High degree of involvement in instructional program

(c) Study the particular characteristics of these interns (their concerns and attitudes in particular)

Goal #4. Identify and develop competency areas related to effective teaching--

Results:

(a) Thirteen generic areas identified

(b) Stress on the criteria for the competence

Goal #5. Research the development of the intern program--

Results:

(a) Attitudes--Use of a Semantic Differential to create a model of attitudes.

(b) Decision-making regarding organization of the intern program--staffs have been asked to identify the major decisions. The next step is to find the source of the decision in a cooperative venture (e.g. a co-operative venture requires certain kinds of shared decision-making).

(c) Intern concerns--Here the basic assumption is the higher order the concerns, the more effective a teacher.

(d) Teaching skills--The teachers were asked to rank teaching skills in order of importance to them. The next step is to have observers rate the interns on those teaching skills. The research is examining the modeling behavior question--that is, if a teacher values a particular teaching behavior, it will appear in the intern's teaching behavior.

(e) Cognitive knowledges--An attempt to determine the cognitive knowledges necessary for interns in this program. Methods professors are still working at priorities here.

Goal #6. Coordination of Education Department, Teacher Education Research Center and Office of Field Experiences--

Results:

It is believed that strides have been made in getting some cooperation from all parties involved.

B. Teacher Involvement

During the 71-72 school year, the major thrust, as directed by the Steering Committee to participating teachers, was to develop a program which was competency-based with a strong field emphasis. This required classroom teachers as well as student teachers to examine those particular areas they felt were pertinent in the pre-service training of classroom teachers. Twelve general areas were identified. They were then broken down into several sub-areas for consideration. Approximately 50 different classroom teachers and 20 student teachers participated in this process. All competencies were broken into three levels:

(a) an awareness level

(b) an application or instructional level

(c) an alternative level for gaining competence

The following is the broad statement of competency areas used in the Hamburg-Fredonia Teacher Education Center program:

Competency Area 1--Operational Consideration

Competency Area 1 is concerned with the recognition of the multiplicity of the school's total function and the many and varied roles involved. Within this understanding is the concern for the realization of need for effective rules, and the ability to carry out and enforce these rules with a positive approach and a continued consistency.

Competency Area 2--Professional Growth & Development

Competency Area 2 sets the standards for growth and expectations in terms of commitment, initiative, responsibility and ethics in relation to the teaching profession.

Competency Area 3--General Competencies Pertaining to Elementary Classroom Teaching

Competency 3 stresses the importance of developing those personal characteristics and attitudes desirable in a classroom teacher. It suggests ways of achieving growth in self-evaluation, respect and confidence, better communications, and interpersonal relationships. It encourages continuing expansion of knowledge and interests, and the development of a personal philosophy of education.

Competency Area 4--Child Development

Competency Area 4 deals with the understanding of Human Growth & Development and Child Psychology, their contributions to the achievement of skills and behaviors needed to effectively deal with the needs of children. It includes observation to recognize the meaning of individual differences and the causes of certain

behaviors so that appropriate and varied means can be used to work with them; the understanding of learning theories as they relate to methods and techniques used to accommodate different styles of learning; and the knowledge of Child Psychology to develop in children a positive self-image and an empathetic attitude toward others.

Competency Area 5--Objectives and Goals

Competency Area 5 lists a number of things a teacher should be able to do. Included are lesson and program planning, writing behavioral objectives and long-range goals, and various methods of meeting classroom needs. It also suggests methods of evaluating the degree of success in implementing these and encourages continual self-evaluation in these areas.

Competency Area 6--General Planning

Competency Area 6 is concerned with the need for organization in all aspects of teaching. It focuses on organizing and planning in ways that allow large-group, small-group, team learning, and individual choice experiences to be included as needed.

Competency Area 7--Teaching Resources & Media

Competency Area 7 stresses the knowledge and use of available resources--from schools, community, BOCES, commercial companies, etc. It covers locating and obtaining resources, as well as operating and using them effectively. Also included is the understanding of their specific purposes and appropriate use.

Competency Area 8--Presenting Information

Competency Area 8 leads the intern into various techniques and strategies used to present material in ways that will obtain the desired result. Types of presentation effective with large and/or small groups are explored, as are alternatives that will produce the kind of learning desired, i. e., interpreting, analyzing, fact-finding, etc. Student response to various types of presentation is noted, and methods of using language arts skills of communication are examined.

Competency Area 9--Diagnosis & Prescription

Competency Area 9 includes the process and tools of diagnosis and the use of results to prepare specific prescriptions based on the facts. A wide range of uses are suggested and explored, i. e., locating deficiencies or special talents; finding the strongest mode of learning, etc.

Competency Area 10--Questioning Techniques

Competency Area 10 examines the various kinds of questions and the kind of thinking required by each. Questioning techniques are then applied to appropriate levels of cognitive thinking.

Competency Area 11--Decision Making

Competency Area 11 presents the process of decision making. A model is used to lead to a decision made after examining all aspects of the problem and its solution.

Competency Area 12--Evaluating & Testing

Competency Area 12 studies the purposes of evaluation and explores various methods that can be used with individuals, small or large groups, based on a stated purpose.

In terms of the competency development, the teachers were involved in planning a summer workshop to get the competency materials in a useable format for the '72-'73 school year. The workshop included fifteen classroom teachers, two school administrators, and four consultants from the State University College at Fredonia. The goal was to include the competencies designed, suggested activities to achieve competency, checklists to measure competencies, and overall competency evaluation materials. They also participated in the planning and orientation session to take place directly following the opening of school. This orientation session was planned and conducted by classroom teachers. The purpose of this procedure was to arrive at an awareness state of functioning for all classroom teachers not involved in the planning, as well as for the intern who would be participating in the Teacher Education Center program for the '72-'73 school year.

Chapter 3

Evaluation of the Teacher Education Center

I. Derivation of Research Questions

During the early developmental years of the Teaching Center (in subsequent discussions and presentations the term, "Teaching Center," will be used instead of the longer title, "Fredonia-Hamburg Teacher Education Center"), the major need is for formative evaluation which will yield information for the improvement of the organization and function of the Center's program. Too early evaluation of the products of the Center in terms of the competencies attained by its graduates as compared with those of the graduates of another program of long standing would yield little information concerning the potential value of the Center's program. Therefore, the main thrust of the evaluative research was to provide information for the further development of the program.

1. What are the effects of the Teaching Center upon Hamburg teachers' planning, organization, evaluation and instructional procedures?
2. Does the Hamburg Teaching Center Staff (teachers, professors and administrators) perceive parity in their role relationships?
3. Is there agreement regarding who is involved in forty decisions pertaining to interns?
4. Are the competencies organized in a manageable, articulated manner?
5. Are the seminars related to the interns' needs and classroom responsibilities?
6. Are the interns progressing toward professional concerns?

7. Are the interns developing patterns of attitudes toward their roles as teachers consistent with those of professional teachers?
8. Do the interns demonstrate proficiency in selected teaching skills and characteristics?

The foregoing questions reflect three major concerns. The first question arises out of the concern for the effect of the Center's operation upon the classroom activities and organization of the teacher. Questions two, three and four arise from a concern for the organization of the Center--is it really a collegial, cooperative program? And, finally, the last four questions arise from a concern for the effects of the program on the professional development of the interns.

The following sections of this chapter will each be devoted to a presentation of the procedure and findings relative to the questions involved in the three major concerns.

II. Concern for Classroom Instruction.

"What are the effects of the Teaching Center upon Hamburg teachers' planning, organization, evaluation and instructional procedures?"

The effects of the Center upon teacher's planning, organization, evaluation and instructional procedures were assessed by using a questionnaire. Items were designed to measure, in December and in May, the use of various instructional strategies, (category I); organizational techniques which facilitate individualization, (category IV); the number of different people indolved in planning and type of planning (category II); and use of various evaluative methods (category III). Teachers were asked to mark a 7-point scale indicating the degree to which

they changed specific procedures after the Teaching Center opened. Table I (page 38) indicates that teachers perceive they increasingly engaged in individualized instructional procedures. Thirty-two items indicative of individualized instruction showed increasing use between September, December and May. The use of lectures decreased.

Table I also indicates that the organization of the classroom changed. Items 28 through 33 indicate increasing use of organizational procedures conducive to individualization: interest centers, grouping, teaming, bulletin boards, multimedia, peer tutoring. Further, the Teaching Center caused some change in planning activities. In December 53% of the teachers reported they used objectives when planning instruction more frequently than they had previously. Moreover, they planned instruction with a larger number of people after the Center opened. However, by May there was nearly a 50% decrease in planning efforts with other team members, the principal and college supervisor. Evidently collegial planning efforts decreased through time. And, finally, evaluation techniques shifted indicating increased use of diagnostic records, testing, parent, pupil and intern conferences and objectives.

III. Concern for the Organization and Operation of the Center

A. Does the Center staff perceive parity in their role relationships?

The New York CBTE Guidelines call for the mutual involvement of teachers' organizations, school administrators,

TABLE 1

The Effects of the Teaching Center Upon Classroom Instructional Procedures

Instructional Procedure	Percent of Teachers Doing Less of the Listed Functions or Activities Since the Establishment of the Teaching Center in September.		Percent of Teachers Doing More of the Listed Functions or Activities Since the Establishment of the Teaching Center in September.	
	December 1972	May 1973	December 1972	May 1973
I. Instructional Strategies				
1. Pupil Conferences	0	3	75	74
2. Tutoring	0	3	83	87
3. Independent Study	0	3	67	52
4. Lecture	50	52	8	0
5. Project	0	0	75	74
6. Demonstrations	0	3	58	39
7. Thinking Activities	0	0	75	52
8. Multi-Media	0	3	75	61
9. Telling and Explaining	0	19	33	32
10. Supplementing the Curriculum	0	3	83	81
11. Goal Setting	0	0	67	45
12. Teaching for Values	0	0	55	45
II. Planning				
13. For Instruction	0	3	78	65
14. Using Objectives	0	0	53	48
15. With Intern	4	6	96	87
16. With Team	8	9	50	23
17. With Principal	4	0	21	10
18. With Seminar Professor	4	0	46	35
19. With College Supervisor	4	0	46	26
20. With Elementary Pupils	0	3	46	55
III. Evaluation				
21. Diagnosis	0	0	83	81
22. Record Keeping	0	0	67	68
23. Testing	0	3	50	35
24. Parent Conference	0	0	21	19
25. Pupil Conference	0	3	88	77
26. Intern Conference	0	3	100	90
27. Behavior Objective	0	0	56	51
IV. Organization				
28. Interest Centers	0	3	42	53
29. Grouping	0	3	83	90
30. Teaming	0	3	75	80
31. Bulletin Boards	4	6	75	53
32. Multi-Media	4	3	67	67
33. Peer Tutoring	4	6	63	63

college personnel and teacher candidates in the development of CBTE. To assess the degree of parity among teachers, administrators and professors, each Center participant was requested to briefly describe his role in relation to other Center participants in December and again in May. A content analysis of the responses was made to determine whether participants viewed their relationships in terms of control and power (i.e., permit, allow, must, order) or in collegial terms (i.e., relate, cooperate, facilitate, share, assist). An analysis of the responses resulted in five categories: (1) superordinate, (2) subordinate (according to the direction of control), (3) colleague, (4) no response and (5) uncertain (uncertain as to how to classify the statement).

Generally, teachers viewed themselves as the intern's colleague, 87% (see Table 2). However, toward the end of the year, 50% (see Table 3) viewed their relationship as superordinate. Teachers viewed themselves in a subordinate role to the professor and school district administration changed from a salient response of 58% subordinate in December to 41% (see Table 2) subordinate in May (see Table 3).

The administrators' perceptions of their role relationships were mixed. The samll number of respondents and distribution of responses makes any generalization extremely tenuous. Most interesting was the shift away from colleague-type responses in the December questionnaire to superordinate-subordinate or no response on the May questionnaire (see Tables 2 and 3).

TABLE 2

Staff Perceptions of Relationships to Others

Autumn 1972

Perceptions of	With Respect To			
	Interns	Teachers	Professors	Administration
Professors				
Superordinate	75	42		8
Colleguial	25	58	87	17
Subordinate				58
No Response			13	17
Teachers				
Superordinate	13	3		
Colleguial	87	65	34	25
Subordinate		21	64	49
No Response		11	2	23
Uncertain				3
Administration				
Superordinate	33	33	17	25
Colleguial		33	66	75
Subordinate	33			
No Response	33	23		
Uncertain		11	17	

TABLE 3

Staff Perceptions of Relationships to Others

May 1973

Perceptions of	With Respect To			
	Interns	Teachers	Professors	Administration
Professors				
Superordinate	100%	58%		25%
Colleguial		25%	87%	17%
Subordinate				41%
No Response		17%	13%	17%
Teachers				
Superordinate	50%	8%		11%
Colleguial	50%	78%	37%	62%
Subordinate			60%	
No Response		5%	3%	17%
Uncertain		9%		10%
Administrators				
Superordinate	75%	34%	38%	33%
Colleguial		8%	25%	9%
Subordinate				33%
No Response	25%	58%	37%	8%
Uncertain				17%

B. Is there agreement among Center participants regarding who is involved in making decisions pertaining to the CBTE Program? Do those attributed to be most involved own up to their level of involvement?

The assessment of decision-making patterns was obtained from two questionnaires. The first was an open-ended questionnaire to solicit a pool of items from all Center participants. The participants were asked to record decisions they believed important to the success of the intern program. These decisions were then organized into the second questionnaire. Four questions were asked pertaining to each decision:

a. Who is most involved in making this decision?

b. Rank order others who may be involved.

c. What is your level of decision-making with respect to the item? (decide, recommend, provide information, or none).

d. Is this an important decision and why?

The data indicates that there was agreement (criterion of agreement 50% of the respondents) for twenty of the forty items. On another 12 items there was agreement regarding who was involved, but involvement was not acknowledged by the individual most often attributed to be involved. There was no agreement on either the involvement or decision-making level on the remaining 9 items (see Table 4).

TABLE 4

Hamburg Teaching Center Personnel Responses To Decisions Pertaining to the Intern Program

Decision	Agreement* Among Respondents Regarding Who is Most Involved in Making This Decision	Does the Person Attributed to be Most Involved State He Makes the Decision?
1. The decision to arrange transportation to Center schools	+	+
2. The decision that the intern will assume total responsibility for the educational program of a group of children.	+	+
3. The decision to follow-up seminar activities with instructional and supervisory activities in the classroom.	+	+
4. The decision to interpret, adjust and modify a competency to fit classroom opportunities or constraints.	+	-
5. The decision to plan and specify the division of teaching tasks of the intern and classroom teacher for a given day or week.	+	+
6. The decision to schedule rooms for meetings and seminars.	+	+
7. The decision to request supervisors and professors to assist an intern in the classroom.	+	-
8. The decision to evaluate a student's seminar work.	+	+
9. The decision to release an article for publication.	-	+
10. The decision to schedule an agenda item for steering committee consideration.	+	+
11. The decision to delegate to the intern specific classroom responsibilities.	+	+
12. The decision to schedule planning time to determine and organize teacher and intern activities.	+	+

*Criterion for agreement (+) is 50 percent of the respondents (or more).

TABLE 4, Continued

Decision	Agreement* Among Respondents Regarding Who is Most Involved in Making This Decision.	Does the Person Attributed to be Most Involved State He Makes the Decision.
13. The decision that an intern can no longer profit in a particular classroom.	-	-
14. The decision to include specific materials in the intern's professional materials and resource file.	+	-
15. The decision to assign a specific grade in language arts, social studies, science, mathematics or psychology.	+	+
16. The decision to assign an intern instructional responsibilities for a classroom mathematics group.	+	+
17. The decision to assign an intern to a college supervisor.	+	-
18. The decision about the form which lesson plans, logs and other planning notes shall be maintained.	+	-
19. The decision to assign an intern to a school faculty.	+	-
20. The decision to assign an intern to a classroom and cooperating teacher.	+	-
21. The decision that a competency is to be included in the program.	-	-
22. The decision to accept an applicant for the program.	-	-
23. The decision to include a topic for discussion in the seminar.	+	+
24. The decision to revise the seminar schedule.	+	+

*Criterion for agreement (+) is 50 percent of the respondents (or more).

TABLE 4, Continued

	Agreement* Among Respondents Regarding Who is Most Involved in Making This Decision.	Does the Person Attributed to be Most Involved State He Makes the Decision?
25. The decision that an intern shall be dropped from the program.	+	-
26. The decision that an intern shall teach reading group B on Tuesday.	+	+
27. The decision for the intern to attend a P.T.A. meeting.	+	+
28. The decision for the intern to attend faculty meetings.	+	+
29. The decision for interns to visit a model school or other educational settings.	+	+
30. The decision that an intern is competent to recommend for certification.	-	-
31. The decision who shall write the intern's letter of reference.	+	+
32. The decision to schedule a meeting of the interns.	+	+
33. The decision about the content of the orientation program.	+	-
34. The decision about the process for evaluating the intern's competence.	-	-
35. The decision to modify the seminar methods program.	+	-
36. The decision to specify a competency as a requirement or an option.	+	+
37. The decision that a competency has been achieved.	+	+

TABLE 4, Continued

	Agreement* Among Respondents Regarding Who is Most Involved in Making This Decision.	Does the Person Attributed to be Most Involved State He Makes the Decision?
38. The decision to select educational materials such as books, equipment, etc.	-	-
39. The decision that an intern is competent and need not continue the internship	-	-
40. The decision as to interpretation of evaluation form in evaluation of intern.	+	-

*Criterion for agreement (+) is 50 percent of the respondents (or more).

The areas of agreement pertained essentially to the responsibilities and rights of professors and teachers in their respective seminars and classrooms. Strong agreement on items #2, 5, 11, 12, 16 and 26 indicate that decisions directly affecting children and the classroom are the domain of the teacher. The high agreement on items #3, 15, 23 and 35 indicates that decisions directly affecting the seminars are the domain of the professors (see Table 5).

There appears to be considerable ambiguity regarding matters which relate the interns' classroom work with the seminar work. Items #13, 21, 30, 34 and 39 appear to be areas in which supplementary and complementary responsibilities are desirable, if not necessary. These matters concern the identification of competencies, evaluation of the intern and the processes for articulating the seminars and classroom experiences. Further, while there is agreement regarding who is involved in decision items #4, 7, 17, 18, 19, 36 and 30, there is little agreement among participants regarding their respective levels of decision-making (see Tables 4 and 5). These matters particularly pertain to the coordination and use of evaluation forms, lesson plans, classroom visitations and other process concerns of Center personnel. If it is not clear who initiates and decides these matters, considerable conflict usually results.

TABLE 5

Hamburg Teaching Center Personnel Designation of Who is Attributed to Make the Specified Decision

Decision	Agreement* Among Respondents Regarding Who is Most Involved in Making This Decision
1. The decision to arrange transportation to Center schools.	Intern
2. The decision that the intern will assume total responsibility for the educational program of a group of children.	Teacher
3. The decision to follow-up seminar activities with instructional and supervisory activities in the classroom.	Methods Professor
4. The decision to interpret, adjust and modify a competency to fit classroom opportunities or constraints.	Teacher
5. The decision to plan and specify the division of teaching tasks of the intern and classroom teacher for a given day or week.	Teacher
6. The decision to schedule rooms for meetings and seminars.	Center Coordinator
7. The decision to request supervisors and professors to assist an intern in the classroom.	Teacher
8. The decision to evaluate a student's seminar work.	Professors
9. The decision to release an article for publication.	Principals (15) Center Coordinators (10) Superintendents (7) (Administration = 32)
10. The decision to schedule an agenda item for steering committee consideration.	Center Coordinator
11. The decision to delegate to the intern specific classroom responsibilities.	Teacher
12. The decision to schedule planning time to determine and organize teacher and intern activities.	Teacher

* 50% or more.

TABLE 5 Continued

Decision	Agreement* Among Respondents Regarding Who is Most Involved in Making This Decision
13. The decision that an intern can on longer profit in a particular classroom.	Center Coordinator(21) Teachers (19) Interns (15)
14. The decision to include specific materials in the intern's professional materials and resource file.	Intern
15. The decision to assign a specific grade in language arts, social studies, science, mathematics or psychology.	Professors
16. The decision to assign an intern instructional responsibilities for a classroom mathematics group.	Teacher
17. The decision to assign an intern to a college supervisor.	Center Coordinator
18. The decision about the form which lesson plans, logs and other planning notes shall be maintained.	Teacher
19. The decision to assign an intern to a school faculty.	Center Coordinator
20. The decision to assign an intern to a classroom and cooperating teacher.	Center Coordinator
21. The decision that a competency is to be included in the program.	Steering Committee (15) TERC (7) Teachers (9) Center Coordinator (22)
22. The decision to accept an applicant for the program.	Center Coordinator (25) Student Teacher Director (17)
23. The decision to include a topic for discussion in the seminar.	Professors
24. The decision to revise the seminar schedule.	Professors

* 50% or more.

C. Are the competencies organized in a manageable and articulated manner?

The competencies identified during the seminar were listed and the lists were distributed among professors, teachers and interns. Each intern maintained his own notebook as a record for checking his progress with the cooperating teachers and professors.

As the year progressed, the interns' classroom activities were increasingly keyed to the school's instructional program, and it became extremely difficult to match logically the listed competencies with learning activities--the objective being experienced with each competency via one or more learning activities during the year. In other words, the intern found it difficult to relate the actual learning activity to a described teaching competency. A new format was devised which listed prerequisite competencies before more complex competencies, identified an activity logically related to the competency and provided space for intern and professional judgments regarding mastery of the associated teaching skill. Analysis of the completed forms revealed that the interns matched a teaching or professional activity which was satisfactorily carried through with 92% of the listed competencies. Therefore, their performances were judged as satisfactory. (see Table 6).

TABLE 6

Competency Format (Revised)
February 1973

Competency #3	Activity Suggested	Activity Performed	Intern's Judgment	Professional Judgment
X. Knowledge A. Understand the need for and strive for a well balanced background of academic subjects and social or cultural interest. B. Demonstrate continued growth in learning subject matter. C. Correlate knowledge in academic subjects with good methodology in good teaching.	A-B Answer questions below for your own evaluation. What books have I read in the last 6 months? Am I conversant generally with local, national and world events? Can I answer children's questions or do I look up material if needed? In general, evaluate your present interest and growth and correct if needed. C. In teaching situation 1. Make associations with past, present and future material. 2. Bring in relevant material from own knowledge when pertinent. 3. Show relatedness of material taught to other areas of interest and/or instruction.			

IV. Concern for the Effects of the Program on the Professional Development of the Interns

A. Are the seminars related to their needs and their classroom responsibilities?

Relevance of the seminars was assessed by using a questionnaire during the last ten minutes of selected seminars. The interns were asked a series of questions designed to determine: (1) their perceptions of the objective of the seminar, (2) whether the objective was implicit or explicit, (3) helpfulness of seminar content, (4) anticipated use of the seminar content, (5) how the seminar content could have been more useful and (6) the value of content to self and other interns.

The data (see Table 7) derived from seminars pertaining to teaching-skills sessions, specific content (mathematics, language arts and science) and heuristic content (interdisciplinary) reveal that the seminars were highly relevant, (see Table 7); the content was helpful, 84-100% (Question 1) they would recommend the seminar to others, 95-100%; and they would recommend the seminar for stated educational reasons, 95-100% (Question 7).

The interns indicated that they planned to use the content of seminars immediately in classroom assignments. The stated applications or intended use varied from 45% to 84% according to different types of seminars (Question 3). The specific skills sessions were perceived applicable by 84% of the interns (Question #2). Question #2 indicated

that the interns incorporated the content of seminars into their lessons. Question 4 revealed that taping a lesson in their classrooms and opportunities to practice in class would be helpful.

The data appear to confirm that the interns' experiences in the Hamburg Teaching Center were highly relevant to their classroom needs and responsibilities.

B. Are the interns progressing toward professional concerns as measured by the Fuller Concerns Questionnaire?

The student interns assigned to the Hamburg Teaching Center were administered the Teacher Concerns Statement three times during their field experience: September 1972, December 1972; and May 1973. The Teacher Concerns Statement is scored in terms of six categories of concern about teaching. The statements are coded as follows: Code 0 - Non-teaching Concerns; Code 1 - "Where Do I Stand?"; Code2 - "How Adequate Am I?"; Code 3 - "How Do Pupils Feel About Me?"; Code 4 - "Are Pupils Learning What I'm Teaching?"; Code 5 - "Are Pupils Learning What They Need?"; and Code 6 - "How Can I Improve Myself as a Teacher?"

Code 0 indicates that the teacher is not concerned about teaching; Codes 1 and 2 are basically self-oriented teaching concerns; Code 3 is transitional; and Codes 4, 5 and 6 indicate pupil-oriented concerns.

As indicated by the mean scores of the student teachers (see Table 8), their concerns changed from the self-oriented end of the continuum toward concern for pupils. The mean scores changed from 2.28 in September, 1972 (beginning student teaching), to 2.75 (mid-student teaching); to 3.37 (end of student teaching experience).

In some instances, the May '73 scores would have been higher had there not been a concern for "getting a job."

It is, therefore, evident that the interns are developing concerns for the welfare of their pupils which are similar to those reported by Fuller (1969). As in the Fuller study, they are progressing from ego-centered concerns to pupil-centered concerns. Thus, their experience in the Center is making them similar to experienced teachers.

TABLE 7

Teacher Concerns Scores Hamburg Intern Teachers

Intern	September 1972	December 1972	May 1973
1. A	1.2	3.0	4.0
2. B	2.0	2.3	2.0
3. C	1.7	4.0	2.7
4. D	1.3	-	2.0
5. E	2.8	1.0	4.3
6. F	2.3	2.0	1.0
7. G	2.1	1.8	2.0
8. H	5.0	4.0	5.0
9. I	2.0	4.0	5.3
10. J	3.0	-	-
11. K	3.0	2.7	4.7
12. L	2.5	2.0	4.6
13. M	1.7	2.7	5.3
14. N	2.0	3.2	4.3
15. O	1.5	1.5	1.0
16. P	1.1	2.0	3.5
17. Q	2.0	2.5	2.0
18. R	2.3	4.2	1.5
19. S	2.0	2.5	5.0
20. T	2.5	3.6	2.0
21. U	2.7	3.0	5.5
22. V	1.7	-	2.4
23. W	4.5	2.0	5.0
24. X	2.0	2.7	4.5
25. Y	2.0	4.0	3.5
26. Z	-	2.5	1.0
27. AA	-	-	3.5
	$\bar{X}$ = 2.28	2.75	3.37

C. Are the interns developing patterns of attitudes toward their roles consistent with those of professional teachers?

The Semantic Differential instrument was administered to all interns and cooperating teachers in both schools at the end of the first semester and again to interns only at the end of the second semester. A copy of the revised instrument is appended to this report. The responses to the instrument were punched on IBM cards and analyzed separately for the teachers and interns in each of the two schools.

An attempt was made to assess the effects of the Teaching Center program in the affective domain by use of the Semantic Differential Technique. The Semantic Differential Technique is based on the assumption that the affective domain of any field of activity can be described in terms of the meaning which the key concepts of the field have for the persons who are active in the field.

The "meaning" of a concept for a person, or group of persons is defined as its position in a "semantic space." Extensive research has shown that "semantic space" may be defined by three dimensions: Evaluation, potency and activity. These dimensions are analogous to the dimensions of: length; breadth; and depth which define the euclidean space of the physical world. In the physical world around us we can locate objects in relation to each other in terms of their distances from each other and from a common point of reference. Thus, in mapping the United States,

the Cities of Chicago, San Francisco, and Denver are located in terms of their latitude, longitude, and altitude. Similarly, in mapping the semantic space of teacher education, the concepts of instructing, motivating, and tutoring can be located in terms of their distances from each other on the dimensions of evaluation (good--bad), potency (strong--weak), and activity (active--passive). Thus, given a set of concepts which are included in an area of activity, it is possible to construct a pictorial plan of a semantic space showing the relation of each concept to every other concept in the set.

There is one major difference between semantic space and euclidean, geometric space which must be observed when constructing a diagram. The dimensions of ordinary, geometric space are at right angles to each other. This is not necessarily true of semantic space. Therefore, the axes of the dimensions may not be at right angles to each other. This is the result of the fact that the characteristics of evaluation, potency, and activity are associated with each other. Thus, goodness and strength are related and it is somewhat bad to be weak and passive. The angles between the dimensional axes of semantic space are inversely proportional to the degree to which the dimensions are related to each other--the greater the degree of relationship, the more acute will be the angle between the axes.

The accurate depiction of a three-dimensional, spatial arrangement can be best presented as a series of two-dimensional diagrams. For example, the blueprints for an engineering drawing or the plans for a building are made with front, side, and top views. In the diagrams which follow, two views will be presented. Thus the first view of the semantic spaces will be showing the dimensions of "evaluation" and "potency," the second will be showing "evaluation" and "activity."

Attitudinal Patterns of Cooperating Teachers

It was the purpose of this study to determine if there were, among professional teachers, definite attitudinal patterns among the concepts associated with teaching. In figures 1 and 2 a definite patterning of the concepts is shown. In both figures four clusters of concepts can be seen which are definitely arranged among the three dimensions of semantic space.

In figure 1 it can be seen that the clusters appear to be roughly circular. In cluster I the self-concept is central and rather tightly grouped about it are the concepts of "my classroom," "instructing" and "the teacher's role." This cluster would appear to define the teacher's relationship to her job as a teacher and to her classroom. Cluster II appears to consist of a set of tool competencies such as "lesson planning," "diagnosis" which can be effectively used as required and the nature of whose

use would be determined by the attitudes in Cluster I. Some of the concepts in Cluster II are seen as powerful tools.

Cluster III is made up of a group of concepts which are perceived as less valuable and weaker. They are one stage further removed from what the teacher considers to be her prime function. Included in these are such concepts as "educational philosophy," "professional organizations," "the community" and "PTA."

The fourth cluster is located near the bad and the weak ends of the evaluative and potency scales. These concepts which include "the school administration" and "the school board" are tolerated by the teachers but are perceived as frequently preventing the teacher from performing her perceived role. One concept which is a member of this cluster warrants special mention. It is "record keeping." Teachers, as a whole, seem to perceive this function as time-consuming and useless.

The general arrangement of the clusters in figure 2 is similar to that shown in figure 1. The shapes of the clusters are elongated ovals rather than circles. The long axes of the clusters extends along the activity dimension. There is, therefore, a good deal of variability among the concepts in each cluster in their perceived activeness. Also, it was noted that differences between the two schools involved occurred along these axes.

To interpret both figures simultaneously, it can be seen that Clusters I and II are perceived as "good" and "active" but neither "strong" nor "weak." On the other hand, Clusters III and IV are perceived as somewhat "bad," "weak," and "active." Thus the concepts of the activities associated with these clusters are perceived as detracting from the perceived functions of teachers.

It must be concluded that there are definite attitudinal patterns among experienced teachers. Certain concepts and the functions they represent are closely associated with the way teachers define their roles. Other concepts are grouped according to the degree to which they contribute to or detract from the performance of this role.

Attitudinal Patterns of Interns

One of the major purposes of this part of the study was to determine if the attitudinal patterns of interns developed toward a similarity with those of experienced teachers during the course of their experience in the teaching center. For this reason two analyses were carried out. The first is shown in figures 3 and 4 which represent the attitudinal patterns of interns at the end of the first semester in the center. The second, which represents the attitudinal patterns of interns at the end of the second semester, is shown in figures 5 and 6.

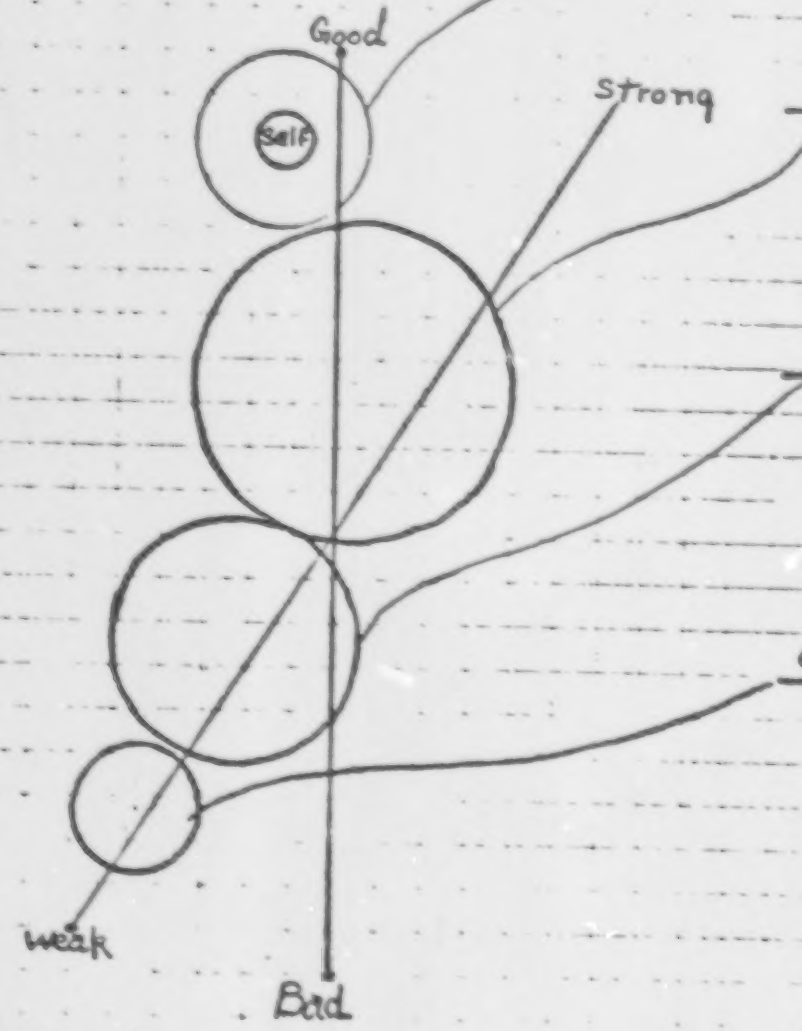
Similar clustering of concepts was observed among the interns as was noted among the cooperating teachers (figures 3 and 4).

These clusters consisted of generally the same concepts and were arranged in the same order on the "evaluative" dimension. It is of interest to note that the self-concept of interns is midway between the first two clusters which overlap to a considerable extent. Thus, the interns have not closely identified themselves with a role as teachers.

It is of interest to note, in figures 3 and 4, that the 4 clusters are closely grouped toward the "good" end of the evaluative dimension. Also they are eliptical in shape in both views. The long dimensions of these elipses seem to lie along the potency and activity dimensions. Some variability between the two schools was noted along these dimensions.

At the end of the second semester the attitudinal patterns of the interns were more like those of their cooperating teachers. First, the clusters were more clearly defined. There was no overlapping of the first two nor of Clusters II and III. However, the self-concept of interns was still positioned midway between the first two clusters. This is interpreted to indicate that more time is required for interns to become self-identified with a role as teachers than is afforded by a one-year internship. Perhaps this must wait upon having a classroom of their own where they have the major responsibility rather than a role as an assistant to a teacher.

A significant feature of Clusters III and IV is their position on the evaluative dimension. It would appear that the perceptions



Self-Concept
The Teacher's Role
My Classroom
Instructing

Cluster II
Lesson Planning
Subject Matter
Diagnosis
Individualizing.

Cluster III
Educational Philosophy
Professional Organizations
The Community
PTA.

Cluster IV
School Administration
School Board
Record Keeping

Figure 1.
Composite Attitudinal Pattern of Cooperating Teachers.
In Evaluative and Potency Dimensions

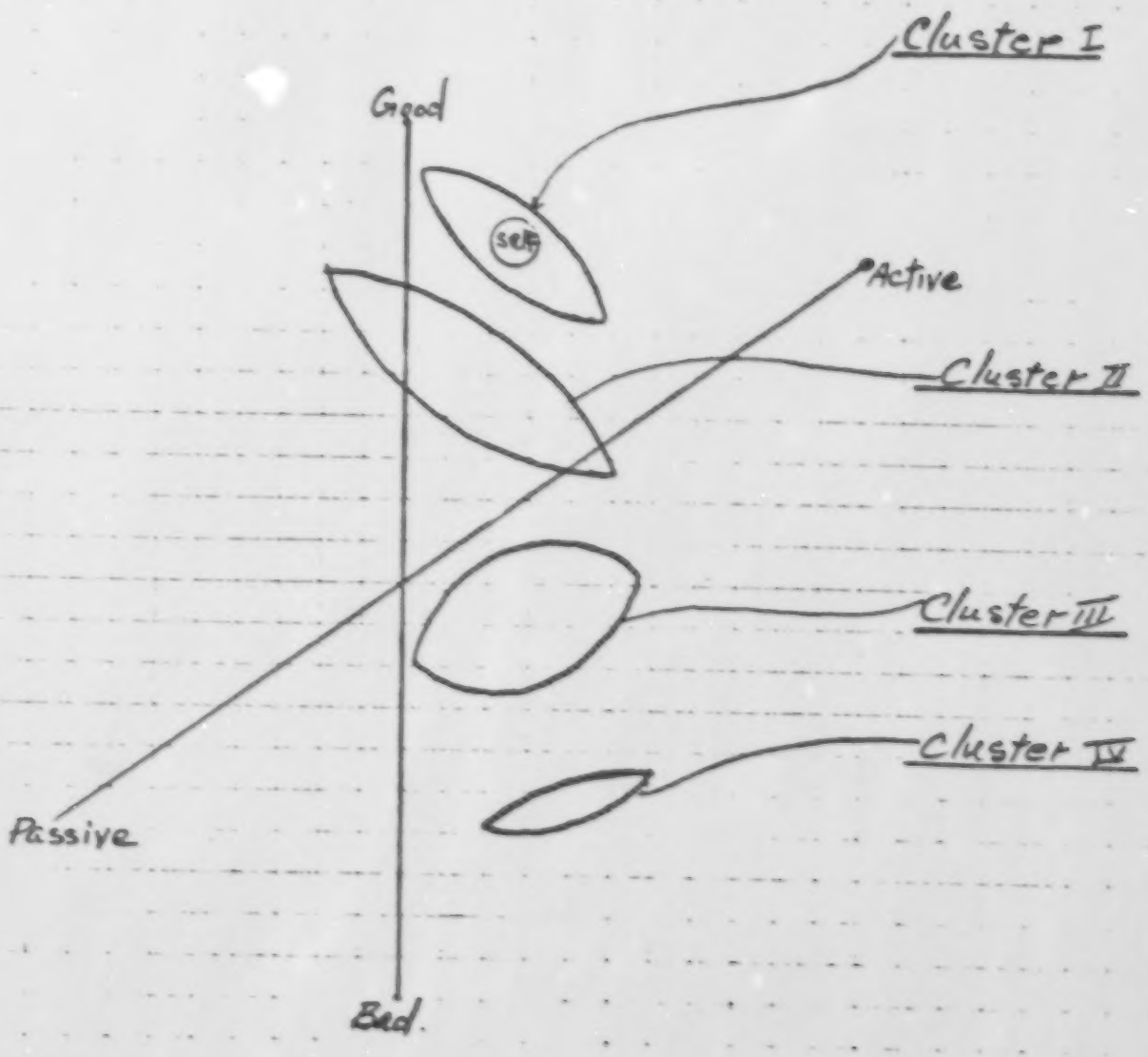


Figure 2.
Composite Attitudinal Pattern of Cooperating Teachers in Evaluative and Activity Dimensions.

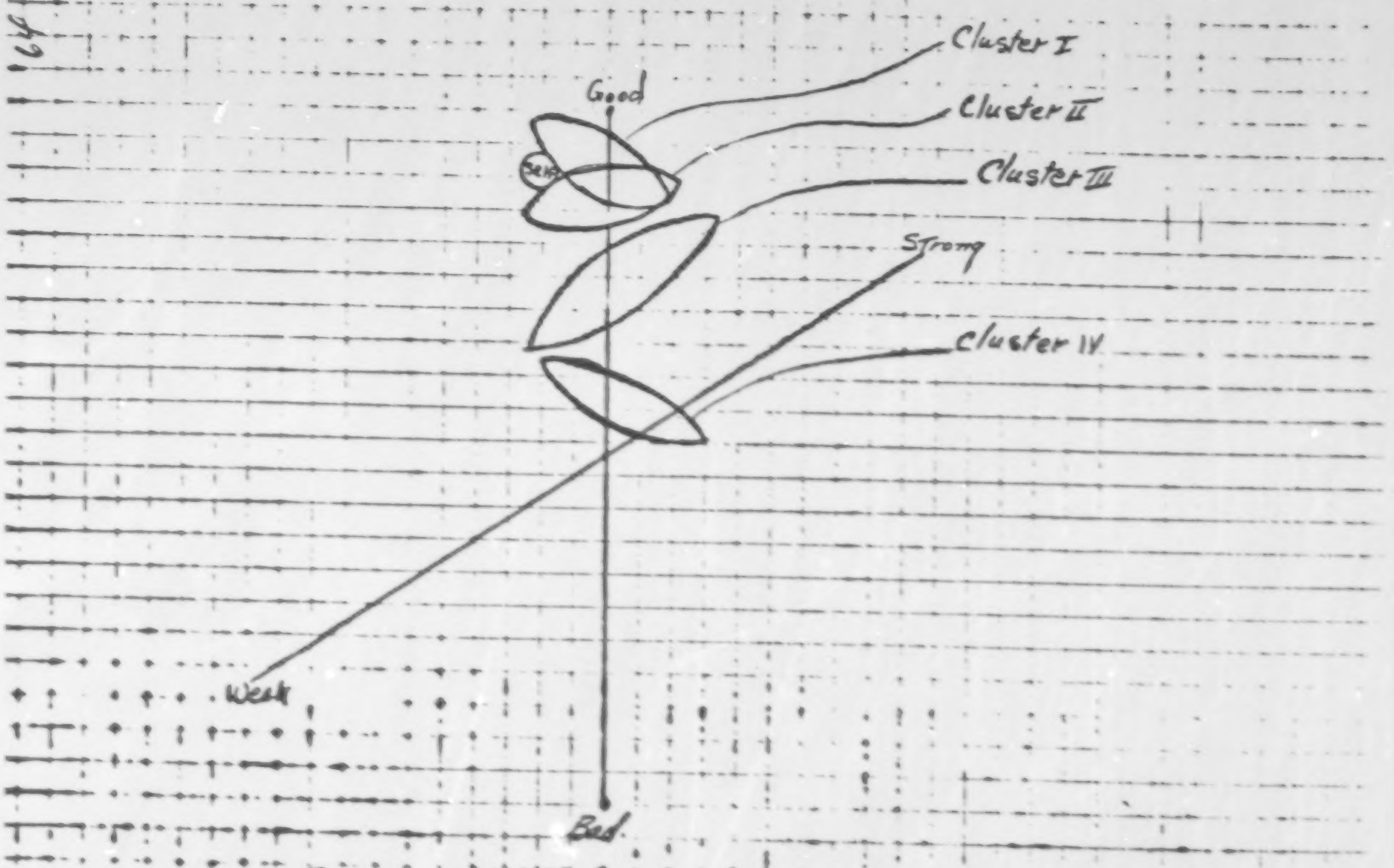


Figure 3.
Composite Attitudinal Pattern of First Administration to Items
in Evaluative and Potency Dimensions

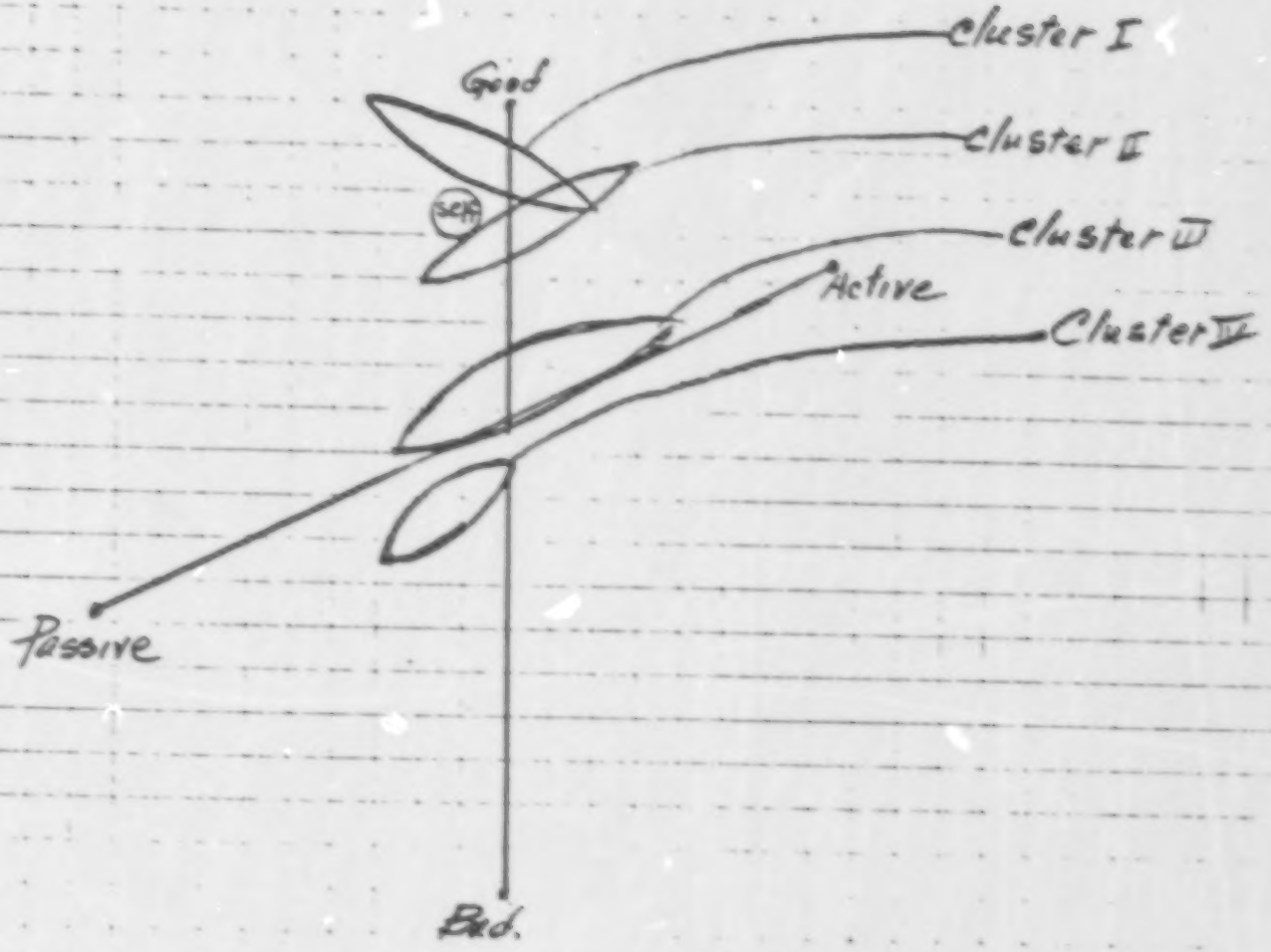


Figure 4.
Composite Attitudinal Patterns of First Administration To Interns in The Evaluative and Activity Dimensions

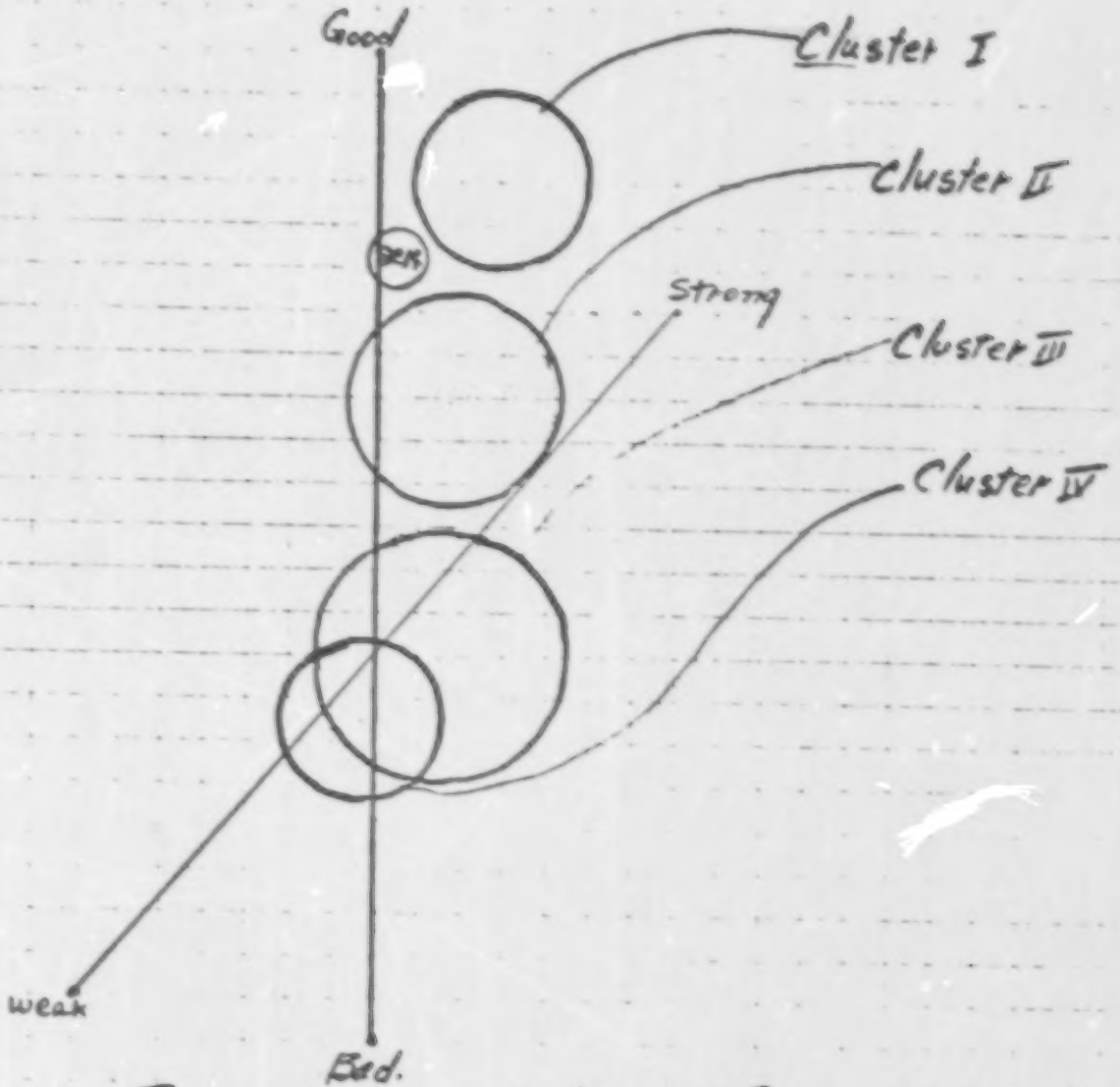


Figure 5 Composite Attitudinal Pattern of Second Administration to Interns in the Evaluative and Potency Dimensions

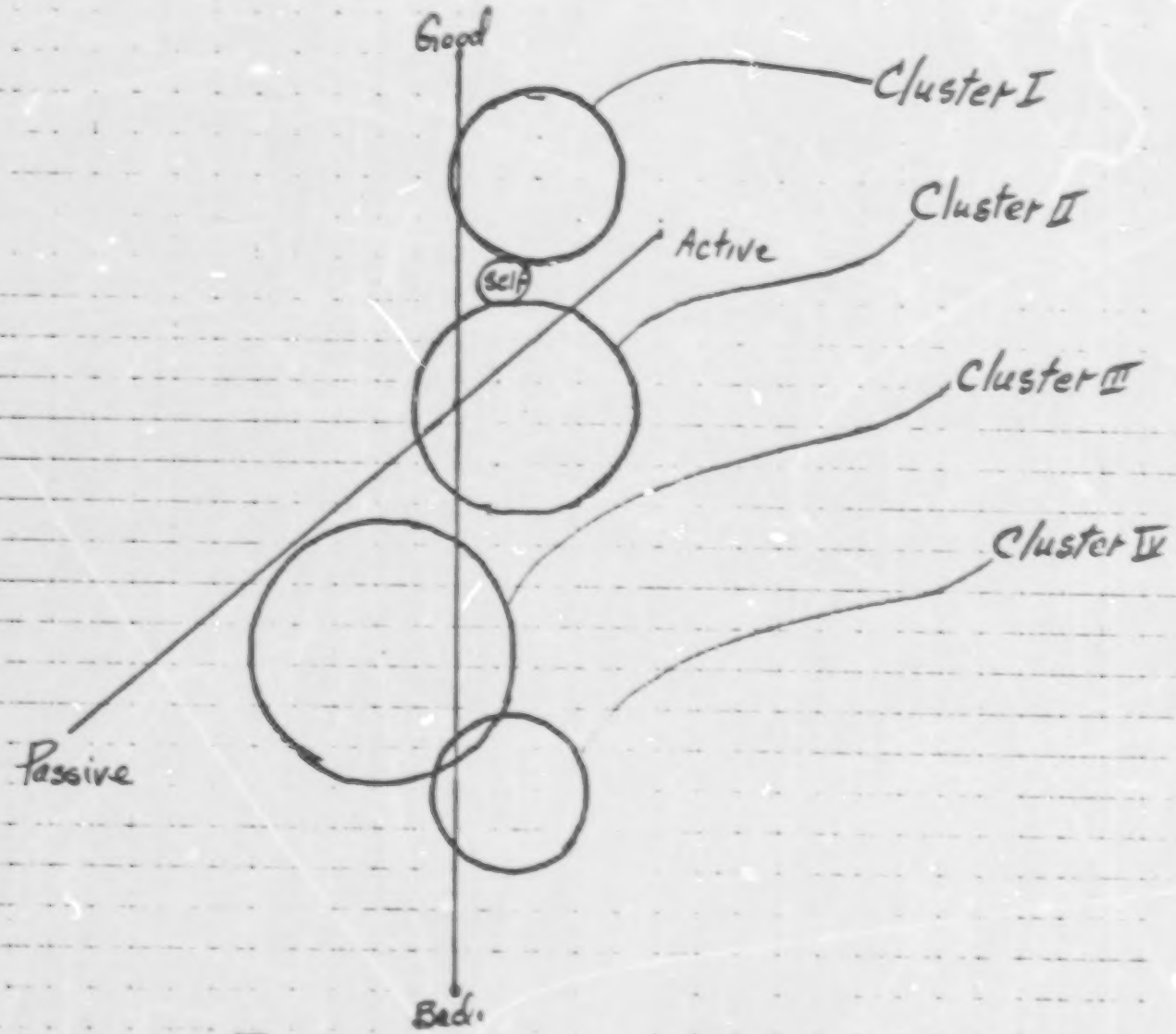


Figure 6.
Composite Attitudinal Patterns Second Administration To Interns
in Evaluative and Potency Dimensions

of interns for the concepts in Clusters III and IV deteriorated during the second semester. It is true that they became more like their cooperating teachers in this respect. It is also probably true that teachers will never see community involvement, administrative functions and housekeeping chores as central to their roles as teachers. But the question arises, "Should they see these as detracting from their roles as functioning teachers?" This is a question to which all those concerned with the center development should address a great deal of study and consideration.

D. Do the interns demonstrate proficiency in selected teaching skills and characteristics?

Three studies undertaken by the Teacher Education Research Center, in cooperation with Hamburg Center staff, address themselves directly to the foregoing question. A necessary background to these studies was an investigation of the research in teaching to determine what traits and behaviors of teachers have been shown to affect student learning in a positive way. A principal source was the summative evaluation of studies in this area done by Barak Rosenshine. Additional data was gained from other sources, particularly the Stanford studies and those done by the Far West Laboratory.

From this material two tabular lists were developed for use in the studies: the Subjective Trait List and the Objective Rating List. The latter list contained only teacher behaviors that could be counted or measured in some way during classroom observation, or the study of videotaped or audiotaped recorded teaching.

1. Values and Goals of the Hamburg Cooperating Teachers

This first study was done early in the 1972-3 school year, in cooperation with the Hamburg Center staff. The purpose was to determine the value or importance placed upon the teaching traits and behaviors by the cooperating teachers, who are considered to be key individuals in the training process. It was felt that the expression of their values and goals would be of use in the interpretation of the findings of the later studies.

Results--Study of Values and Goals

The expressed judgment of 33 Hamburg Central School cooperating teachers is summarized in Table 8, for both the subjective traits and the objective measures. Since this was a forced choice, rank ordering procedure, it must be understood that few items could attain a high preference level.

An examination of the Subjective Trait list, Table 8, shows quite a strong agreement on a few items. There was unanimous acceptance of the value of the trait of Flexibility, with nearly half of the group placing it among the top three choices. Warmth measures were also highly valued and almost unanimously accepted. On the other hand, Provison for Individual Differences, though highly accepted, showed wide variances in the ratings. Interestingly, although five teachers rejected Acceptance as a ratable item, well over half of the 28 teachers who did so made it their first choice.

Table 8 Value Placed Upon Specific Traits and Measures
by 33 Hamburg Cooperating Teachers

SUBJECTIVE MEASURES

How many teachers chose it?		How important did they feel it was?	
Item	No. of Teachers	Item	Median Choice
Teacher Flexibility	33	Acceptance of Pupils and Ideas	1
Warmth (total)	31	Teacher Flexibility	4
Provision for Ind. Differences	31	Warmth (total)	4
Acceptance of Pupils and Ideas	28	Enthusiasm, Energy	4
Enthusiasm, Energy	26	Non-Verbal Acceptance	4
Pupil Involvement	26	Pupil Involvement	5
Motivation (total)	25	Motivation (total)	5
Interaction with Individual	24	Organization of Instruction	5
Use of Materials, Enrichment	23	Provision for Ind. Differences	6
Room Climate (total)	19	Interaction with Individuals	6
Pupil Independence	19	Clarity	6
Stability	15	Businesslike	6
Organization of Instruction	13		
OBJECTIVE MEASURES			
Use of Affective Questions	33	Use of Student Contributions	3
Specific Praise & Reinforcement	32	Specific Praise and Reinforcement	4
Frequency & Variety of Questions	31	Frequency & Variety of Questions	4
Use of Student Contributions	31	Involving and Valuing Child	4
Variety of Praise	30	Use of Thinking Questions	4
Involving and Valuing Children	29	Use of Affective Questions	5
Use of Thinking Questions	29	Teacher Talk/Pupil Talk Ratio	5
Teacher Talk/Pupil Talk Ratio	28	Variety of Praise	8
Disapproval/approval Ratio	28	Simple Praise	8
Simple Praise	27	Disapproval/Approval Ratio	9

Only thirteen of the group placed value on Organization of Instruction, with a median rank of five. Even smaller groups chose Clarity and Businesslike.

The listing of Objective Measures, Table 8, requires less interpretation. Since the list was shorter, most teachers fully ranked the items on the list. There appears to be far less unanimity than on the list of subjective traits. The first three choices of most teachers were well diffused among the six most highly valued items, although most items received at least a few of these choices.

Discussion

The primary function of the preliminary study was to gather information concerning the goals and values of the cooperating teachers in the Hamburg Central Schools. ~~What has emerged seems to be in harmony with the findings of the Jackson and Belford studies~~ of teaching. In the Subjective List the emphasis appears to be upon the affective personal values and traits, with lesser value being placed upon such prosaic items as clarity, businesslike, voice, intellectual climate, and the rest.

Since the study was limited to the cooperating teachers in the Hamburg student teaching project, the values and goals expressed cannot be generalized to the other schools involved in the subsequent study of student teaching.

The Subjective Trait item information was of considerable value in the design of the rating scale for the observational study of student teaching. The response to the Objective Rating

List can best be described as diffuse. In contrast to the rather strong response to a few items on the Subjective Trait List, this lack of any real agreement on any item or items is somewhat unusual. It might be of interest and value to continue this phase of the study to determine the possible nature or source of the disagreement.

2. Studies of Teaching Traits and Behaviors of Fredonia Interns

General Background of the Studies.

Originally it was intended that only the Hamburg Center interns be studied. However, it was felt that enlarging the study to include a group of interns not in the Center program would accomplish the following:

1. The study of a larger group would serve to establish base-line data against which further training might be assessed.
2. The presence of a "companion group" in the study would permit some tentative evaluation of the possible strengths and weaknesses of the Hamburg Program.

Procedures Common to Both Studies.

The design of the rating and observational instruments, the procedures for observation, and the data collection were the work of a committee composed of the observers; Lois Jones, Helen McKee, Mildred Mills, and Douglas Rector, along with Donna Danielsen, and the advice and assistance of Thomas Petrie. The analysis and evaluation of the objective data was in charge of Gerald Holmes and Douglas Rector.

Both studies were accomplished by teams of two observers who visited the classrooms and observed and rated the interns. At the same time recordings were made of the teaching, for use in the Study of Teaching Behaviors. Students were observed in the participating Hamburg schools, Brocton Central School, and Fredonia Central School. Complete data was obtained from 45 interns in five building systems.

The total study was scheduled during the last three weeks of student teaching to ensure that the behavior studied be representative of the completion of student teaching. The Hamburg interns, studied first, had been in the classroom for the entire year. The other groups were done during the last two weeks of the semester. A few students were missed due to illness and scheduling difficulties during the last weeks, but it was felt to be a valid decision.

a. Teaching Traits of Interns

Purpose of the Study.

It was felt that the observational study of "teaching traits" was an important source of information concerning intern performance, and would be of considerable value in comparison with the objective analysis of teaching behavior.

Procedures.

The first step was the development of the rating system for use by the observers. In this, the expressed judgment of the Hamburg cooperating teachers was an important guideline. In addition, the following criteria were also applied:

(1) Operational utility. In the actual rating scale it was decided that there were to be no more items than could be comfortably and carefully rated during a limited observational time.

(2) The "visibility" of the trait in a wide variety of teaching situations.

(3) "Intern-specificity." We were concerned that the traits selected be as free as possible of influence by the nature of the teaching situation.

(4) Clarity, or "definability" of the behaviors related to the trait. (Much of the rater preparation was focused upon this component).

(5) Breadth of focus. Several items that were favored by the cooperating teachers were considered too nearly similar in emphasis to be included.

Rater Preparation and Training.

The primary qualifications of each of the four raters was long years of experience both in the classroom and in the supervision of student teachers.

Each rating was chosen and defined specifically by the team that was to do the rating. Unless clear and concise agreement was reached, the item was rejected.

Practice evaluation of audio taped teaching was carried out before beginning the field study.

During the study, raters worked independently within the teams and arrived at a combined rating in a post-observational session. In addition, joint team observations of a single intern were common during the initial observations. The consensus was very high, in both the within-team and cross-team observations. The variance on a single trait was never more than one unit measure on a five-point Likert scale. This degree of variance was very infrequent.

The rating was originally done on a five-point Likert scale, with a score of three representing "average." It was soon discovered that the raters preferred the finer judgment inherent in a nine-point scale since many of the scores were being placed at the midpoint between two scores. Accordingly data was assembled and is being reported on the nine-point range, with five the "average."

Results.

The summary of the observational ratings is shown in Table 9, for the six trait items rated. Overall, the opinion of the raters was that these students were "good in most traits." It may be noted that the variance of the means, between schools, was very low.

On the other hand, variances between individuals in the same teaching situation proved to be quite high. This comparison is shown in Table 10, in which all high scoring and low scoring interns are compared, irrespective of the school situation.

In relation to this variation between individuals, two aspects are worth noting.

First of all, it was soon discovered that all raters consistently were unwilling to rate an intern at the "1" or "2" level in any trait, unless the intern's actions offered strong evidence of the validity of the rating.

Secondly, the data in Table 10 serves to emphasize a factor which came to be called the presence of the "star" intern, defined as an intern to whom all raters tended to assign consistently very high ratings. The presence of one or more of these in a single school tended to affect the overall rating of the school.

Discussion.

In the absence of pre-program data, the equivalence of the groups could be only assumed. The evidence of the data, if this assumption is correct, is only neutral in effect. There is no indication of any effect on intern behavior of the placement of the intern in a particular school system or program, such as the Hamburg Teaching Center experience. Since this was the first year of the Hamburg program, and little change has been made in the actual in-classroom experience, the findings are not surprising.

What is noteworthy is the wide range of performance of student teachers within any of the systems. Variation

TABLE 9 Subjective Ratings

46 student teachers in 5 schools (mean scores)

Scale Used:

Very Poor		Poor		Average		Good	Very Good
1	2	3	4	5	6	7	8 9

Teacher Trait	SCHOOL (MEAN) A	B	C	D	E	TOTAL-MEAN (46 teachers)
Acceptance of pupils and ideas	7.5	6.3	6.7	7.7	7.0	7.1
Teacher Warmth	6.7	7.4	6.5	7.2	7.2	7.0
Pupil Involvement	6.8	6.7	6.5	6.6	6.4	6.6
Provision for Individual Diff.	6.2	5.8	6.2	6.8	7.2	6.4
Clarity	6.8	6.1	6.2	6.6	6.8	6.5
Organization of Instruction	6.5	5.9	6.8	6.5	5.8	6.4

TABLE 10 Subjective Ratings, Quartiles, Compared

Trait	Highest Quartile (12 teachers)	Lowest Quartile (12 teachers)	MEAN (46 teachers)
Acceptance of pupils	8.8	4.5	7.1
Teacher Warmth	8.8	4.3	7.0
Pupil Involvement	8.3	4.8	7.0
Provision for Individual Differences	8.1	4.7	6.4
Clarity	8.3	5.0	6.5
Organization of Instruction	8.3	4.3	6.4
Mean of all Scores	8.4	4.6	6.7

in student teaching performance is apparently individualistic; characteristic of the student and/or the teaching setting and experience.

It may be assumed that the primary value of the study is the establishment of a data base concerning the performance of the 46 student teachers studied.

Finally, this "trait" study offers some evidence concerning the original question, "Do the interns demonstrate proficiency in selected teaching skills and characteristics?" The observers' ratings do indicate a fairly high degree of satisfaction with the traits, as shown by most of the interns, irrespective of the schools in which they practiced, or the program of study, the Hamburg Center as compared with the traditional approach. The findings seem to indicate the individual nature of these traits, irrespective of the nature of the training.

b. The Study of Teaching Behaviors

Purpose.

(1) The objective measurement of certain interactive teaching behaviors of the Fredonia interns.

(2) The establishment of base-line data concerning the groups, against which further training of interns in performance-based skills might be assessed.

(3) An objective basis for the evaluation of other studies: Goals of the Hamburg Cooperating Teachers and the Study of Teaching Traits.

Procedures.

The initial procedures for preparation for this study have already been discussed under General Background of the Studies.

The recorded teaching for the study was done by the observers, at the same time that the Trait study was being carried out. Each student was requested to do a small-group teaching demonstration, and it was this part that was analyzed and studied. Two recordings were made simultaneously to ensure against machine failure.

In the laboratory, a representative 8-10 minute segment of the small-group teaching was selected for study.

The teaching was analyzed according to procedures developed at the Far West Laboratory and at the Fredonia Research Center. The procedures and conventions followed are described in detail by Rector and Hilton (1972).

The recording of the teaching was done on audiotape, rather than videotape, to minimize classroom disruption and secure an approximation of a normal teaching situation. However, this made it impossible to obtain scores for "calling on non-volunteers" and the non-verbal actions of the teachers.

The measure "diagnostic questions" was not scored. In many cases, the intern's questioning purpose was unclear or ambiguous, preventing accurate scoring.

Results.

The data from the objective analysis of the recorded teaching is summarized in Table 11, according to the respective schools.

3. Discussion and Conclusions

As in the previous study, the individual schools are not identified in the tabular summaries. There was a commitment not to do so, since numbers in each school were small, and the causal factors underlying any differences can only be inferred from a large number of possible causes.

More important, the levels of most of these behaviors is at a comparatively low level, a level which makes inter-school differences "more apparent than real." In Table 12, the data summary for some of the behaviors in Table 11 is compared with similar data obtained from experienced teachers in previous studies made by the research centers.

As can be seen from Table 12, the frequency of these behaviors among experienced teachers is often at a ratio of 2:1, as compared with the students.

A mean pupil response length, in words of 3.5 represents a range of behavior from teachers who usually asked for, and got, single-word responses, to the teacher whose students were giving longer answers to "higher cognitive" questions. Experienced teachers averaged higher, at 5.17 in the Minicourse study pre-tapes.

TABLE 11 Objective Measures

45 Student Teachers in 5 Schools (Mean Scores)

Time: 8 minutes

Measure	School					45 Teachers
	A	B	C	D	E	Mean
Teacher Talk (per cent)	44.3	4.7	40.5	50.9	43.2	45.5
Pupil response length, in words	2.6	4.7	4.1	3.3	2.8	3.5
General Praise, number of times used	5.9	3.4	3.0	6.6	5.0	4.7
Specific Priase, number of times used	2.5	1.9	1.7	1.7	1.6	1.9
Using Student Ideas, number of times	1.0	0	.2	0	.6	.3
Variety of Praise, different praise forms	3.5	2.8	2.8	3.3	4.0	3.4
Total Praise	9.4	5.4	4.7	7.7	6.6	6.8
Redirection, number of times	.9	4.8	4.0	3.2	5.8	3.5
Pausing (seconds), after question asked	.5	.6	.7	.8	.5	.6
Questions--Total number	27.5	19.9	27.8	32.7	16.4	26.0
Thinking Questions (per cent of total)	5.9	30.6	16.0	27.0	22.8	20.1
Repeats Own Question number of times	2.	.5	1.5	2.0	1.4	1.5
Repeats Pupil Answer, number of times	4.4	2.8	8.2	5.9	6.4	5.7
Answers Own Question, number of times	1.5	.4	.9	2.3	.8	1.2

TABLE 12 Objective Measures

Interns' Scores in Comparison with Scores of Experienced Teachers, Other Studies

Measure	45 Interns Mean Score	52 Teachers(1) Mean Score	26 Teachers (2) Mean Score
Pupil Response Length in Words	3.5	5.17	
General Praise, number of times used	4.7		9.6
Specific Praise, number of times used	1.9		4.2
Variety of praise forms	3.4		7.2
Total of all praise	6.8		13.9
Redirection, number of times used	3.5	20.8	
Pausing after question, length in seconds	.6	1.2	
Thinking Questions, % of total questions	20.1	43.3	

1. Pre-study scores, Final Report, Usefulness of Minicourse 1, (TERC 1972) p. 12

2. Pre-study scores, A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, in an Inservice Workshop Setting (TERC 1972) p. 4.

The Hamburg cooperating teachers rated specific praise quite highly, in the initial study. A mean score of 1.9 indicates that only a few interns were using it, sometimes almost accidentally. The experienced teachers made a considerably higher use of the strategy.

Redirection is a technique used to involve children in a discussion. Here the difference was very clear between the interns and the experienced teachers, with the experienced teachers using the technique an average of five times as much.

Pausing is a teacher behavior that is linked to techniques designed to encourage students to think. Not only did the experienced teacher try to promote thinking twice as often as did the interns, but the .6 of a second average pause indicates that only rarely did an intern wait for slower children to think about the answer before calling on one of them. (.5 was the minimal time assigned in the analysis to a "no pause" question cycle).

The actual use level of some of these techniques is further clarified in Table 13, for a few representative skills. In this table, the interns are compared with the same groups of teachers as in Table 12, but the mean scores for the experienced teachers are those obtained after the teachers had studied with Minicourse 1, or the Encouragement protocol developed by Walter Borg at Utah.

In both Table 12 and Table 13, the differences between groups are far beyond any measures of simple significance. They are what Walter Borg terms "behaviorally significant," in that entirely different patterns of interaction behavior and purpose can be implied to the members of the different groups.

The studies were intended to establish a pool of data, both observational and objective, concerning some aspects of student teacher behavior. They are felt to be of value as base-line data against which subsequent studies of training procedures related to student teaching might be assessed.

It would appear that there is little or no support for any of the following assumptions:

1. That the particular school or school system in which the intern is placed for student teaching had any effect on the scores or ratings of the interns in the traits and behaviors studied.
2. That the longer period of practice in the classroom that characterizes the Hamburg Center approach had any effect on the scores or ratings of the interns in the traits or behaviors studied.

The data appears to support the value and usefulness of the following research:

1. An investigation into the effects of specific training of the interns in the behaviors and traits under investigation.
2. An investigation of the "star" intern group, involving studies of the individuals, and the individuals in relation to the cooperating teachers and the teaching experiences.

TABLE 13 Objective Measures

Fredonia Interns' Scores, In Comparison with Experienced Teachers Who Have Had Specific Training

(8 minutes, recorded teaching)

Measure	45 Interns (Mean)	Post Study Scores (Mean) 52 Teachers(1)	26 Teachers (2)
Pupil response length	3.5	11.2	
General Priase, Number	4.7		9.3
Specific Praise, Number	1.9		7.3
Variety of Praise	3.4		13.2
Total of all Praise	6.8		19.1
Redirection, Times Used	3.5	36.4	
Pausing, after question, time in seconds	.6	3.2	
Thinking Questions percent of total questions	20.1	70.5	

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[1]Pre-study scores, Final Report, Usefulness of Minicourse I, (TERC 1972), p. 12

[2]Pre-study scores, A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, in an Inservice Workshop Setting (TERC 1972). p. 4.

DR:mta
3/22/74

Chapter 4

Discussion and Recommendations

"Did the Hamburg Teaching Center provide an effective program of teacher education in its first year of operation?" This is perhaps the first question that would occur to an interested outside observer. The answer is definitely "Yes." However, this answer is subject to some qualification in that there is room for considerable improvement. In other words, the Center's program was effective, but the analyses of the data collected during the first year of operation revealed that its full potential was still to be realized. The major portion of this chapter is devoted to a discussion of the strengths and weaknesses of the Center's program and organization which were revealed by the foregoing analyses and the presentation of recommendations of ways by which its strengths can be enhanced and its weaknesses reduced.

As was indicated previously, the eight questions to which the research activities were addressed could be classified according to three interrelated major concerns. They were: (1) concern for classroom instruction; (2) concern for the organization of the Center; and (3) concern for the professional development of the interns. The discussion and recommendations which ensue are directed toward each of the three major concerns.

In regard to the concern for classroom instruction, it was found that the cooperating teachers perceived themselves as using more of the techniques of various instructional strategies,

cooperative planning, evaluation, and instructional organization during the Center's operation than they had previously. It was noted, however, that a small reduction in the percentage of usage of these techniques occurred between December, 1972, and May, 1973. It can be concluded, therefore, that the operation of the Center served to improve substantially the instructional program of the school. The small decline in usage of the various techniques, particularly those relating to planning, can be explained by the fact that late in the school year there is a natural decline in the occasions when these techniques are used.

It would appear that the operation of the Center served to stimulate a willingness on the part of the teaching staff of the school to use new techniques. The presence in the classroom of another responsible adult also provided released time for the cooperating teacher to plan and develop the use of new techniques which she would not have been able to do otherwise.

One of the unique features of the Hamburg Teaching Center was the cooperative planning process through which its program was initially designed. For example, the competencies were defined and the program of instruction and activities through which they were to be developed were determined by a committee made up of cooperating teachers, college staff members and school principals. This led to the initial feelings of parity and colleaguality which characterized the Fall, 1972, study of role relationships.

As the year progressed, certain unforeseen problems arose from time to time. These were resolved by the college staff members and the school principals, who met on an irregular schedule to deal with problems as they arose. The decisions reached by this ad hoc committee were passed down to the cooperating teachers and interns, who were required to adjust their activities accordingly. It was felt that this largely accounted for the decreases in colleaguality and increases in the superordinate-subordinate perceptions of role relationships among the participants of the Center which were revealed by the May, 1972, study of role relationships.

It was felt that one of the greatest strengths of the Center's program was its atmosphere of cooperativeness in a common purpose. To preserve and enhance this, it is essential that problems be cooperatively identified and solved. Therefore, it is recommended that:

Recommendation #1. a Program Committee be constituted of a broad representation of cooperating teachers, interns, college and administrative staff to identify and deal with program problems. This committee should meet on a regular schedule of at least once each month.

Recommendation #2. to provide a means of communicating problems to the Program Committee, a series of regularly scheduled meetings, open to all participants on a voluntary basis, be held at least monthly prior to the regular meeting time of the Program Committee. At these meetings, interns, cooperating teachers and other staff members are to be encouraged to present their problems and concerns for action by the Program Committee.

The implementation of the two foregoing recommendations will provide an orderly procedure for the cooperative development of the Center's program which will preserve and enhance the colleaguality of role relationships among the Center staff and participants. It will also provide for the designation of responsibility for decision-making. This will clear up the confusion which was noted in the decision-point study.

The further identification, classification and sequencing of the competencies was a crucial aspect of the concern for the organization of the Center's program. Midway through the year it became apparent that the original list was too cumbersome; not sequenced in the most convenient order; and it was difficult to keep track of where the individual interns were in respect to the development of the competencies. A revision of the competency format was undertaken and resulted in a form which could be used to record each intern's progress in competency attainment (see Appendix B).

The revised format assisted in the ordering of tasks. Several projects which cut across disciplines facilitated the interns' acquisition of knowledge, instructional skills, and resource materials for their own professional files. However, further refinement of the competencies, and a specific definition of staff responsibility for evaluation of the competency attainment by the interns is needed. To accomplish this, it is necessary to develop a consistent philosophical model. The "We Believe" statements which were developed by Center

staff and interns (Appendix C) provide the elements from which such a model can be constructed. They should be further refined and structured to provide a coherent base for the definition of competencies, development of activities to attain them, and defining the responsibilities for judging their attainment. It is, therefore, recommended that:

Recommendation #3. the value base of the program ("We Believe" statements) be restructured and further developed to provide a philosophical model which can be used to guide further program development.

Recommendation #4. in the light of the refined philosophical model, the competencies should be made more specific and procedures, activities for their acquisition, and measurement should be mutually developed and adopted.

Recommendation #5. the competencies and their associated activities should be hierarchially ordered and a manageable number of them designated as the core of the program.

Recommendation #6. the responsibilities of the cooperating teachers, college instructional staff members and the supervisory staff with respect to the development and assessment of the competencies should be specifically defined.

With respect to the third concern for the effects of the program on the professional development of the interns, it was found that (1) the methods seminars were relevant to the needs of the interns and to their classroom activities, (2) the interns were developing more professional concerns as measured by the Fuller questionnaire throughout the year, and (3) the interns were developing patterns of attitudes toward professional issues which were similar to those of experienced teachers. However, the studies of the subjective teaching traits such as warmth, clarity, acceptance of pupil ideas, etc. and of the use of objective teaching skills such as discussion, encouragement and questioning techniques showed that the interns in the Hamburg program were not detectably different from the students who carried out their student teaching in other schools. Except for the latter, the findings of these studies provide positive support for the Hamburg program.

There were some interesting aspects of the study of attitude-pattern development (Semantic Differential Study) which warrant further discussion. First, it should be mentioned that the development of attitude patterns among the interns was completely consistent with the trend toward more professional concerns as revealed by the Fuller questionnaire. However, although the interns were shown to be developing patterns of attitudes similar to those of the cooperating teachers with whom they worked, the study of the attitudes of the cooperating teachers revealed a pattern some aspects of which seemed less than optimal; i. e., the cooperating teachers' attitudes toward the school administration, school board, and the keeping of records.

If these attitude patterns are important as an outcome of teacher education and if they are developed through a modelling process, the model itself must be changed.

For the improvement of the professional development of the interns, it is recommended that:

Recommendation #7. if the techniques of classroom discussion, questioning skills, praising and reinforcement of pupil responses, etc. are desirable competencies, they should be specifically included among those listed and a series of activities should be designed for their development.

Recommendation #8. to improve perceptions by teachers of their relationship to the school administration and school board, a joint study of the reasons for the current misconceptions and of ways by which they might be corrected should be jointly undertaken.

Chapter 5

Epilogue

The substance of the foregoing research findings and the recommendations which were derived from them were communicated to the Steering Committee and to the Center Staff in the Summer of 1973 in a series of interim reports. As formative evaluations, they were used in the August, 1973, planning workshop. As a result, the 1973-1974 program of the Teaching Center incorporated most of the recommendations in their entirety.

The effects of the changed program will be evaluated in the analysis of parallel data being collected during the 1973-1974 school year. However, it may be said that at midyear, when this report was being written, it was apparent to even casual observation that problems were fewer and more easily solved, staff morale was higher and the spirit of colleaguality was greater than at any time during the preceding year. In addition, the interns have repeatedly expressed a high level of satisfaction with the program. It seems fair to conclude that the Center's program will be more successful in its second year of operation than it was in its first.

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APPENDIXES

A. Instruments Used

1. Semantic Differential

2. Fuller's Teacher Concerns Questionnaire

3. Decision Point Rating Scale

4. Role Relationships

B. Teaching Competency Sheets

C. "We Believe" Statements

Semantic Differential

Questionnaire

INSTRUCTIONS

We all carry in our minds pictures or images of the concepts such as people, institutions and even abstract ideas. These images determine how we feel about the concepts with which they are associated. It is often difficult to respond accurately to the question: "How do you feel about---?" However, psychologists have found that a person's feelings about institutions, people and ideas can be inferred accurately from the way in which they rate them on a series of scales. This questionnaire is designed to discover how you feel about school, the job of teaching, and pupils.

Each page of the booklet presents 2 concepts (such as Eskimo) printed in at the top and a series of scales (such as, Beautiful-Ugly) underneath each concept. Please rate the concept on each of the seven point scales which follow it.

Thus, if you felt that the concept (e.g., Eskimo) was very closely associated with one end of the scale, you might place your checkmark as follows:

Beautiful: ✔: __: __: __: __:__: __: Ugly

If you feel that the concept was quite closely related to one end of the scale, you might check as follows:

Realistic: __: __: __: __: __: ✔: __: Idealistic

If you consider both sides equally related you would check the middle space on the scale:

Clear: __: __: __: ✔: __: __: __: Hazy

IMPORTANT: Please (1) place your checkmarks in the middle of the spaces, not on the boundaries:

THIS NOT THIS

:✔: :__: :__: :__: :__: :✔:

(2) never put more than one checkmark on each scale.
(3) be sure to check each item - do not omit any.

The success of this method depends on how accurately you describe your own picture of the concepts. We are not asking for your name so please be as accurate as possible with your descriptions. Work at fairly high speed, without worrying or puzzling over individual items for long periods, but at the same time be as accurate as you can. Remember to describe your own personal idea. Make each response independently of the others; that is, do not look back and forth through the booklet to see how similar responses were made.

1. GOOD

Fast	___	___	___	___	___	___	___	Slow	_____
Interesting	___	___	___	___	___	___	___	Dull	_____
Rough	___	___	___	___	___	___	___	Smooth	_____
Worthless	___	___	___	___	___	___	___	Valuable	_____
Weak	___	___	___	___	___	___	___	Powerful	_____
Sluggish	___	___	___	___	___	___	___	Quick	_____
Natural	___	___	___	___	___	___	___	Artificial	_____
Calm	___	___	___	___	___	___	___	Stormy	_____
Creative	___	___	___	___	___	___	___	Restrictive	_____

2. STRONG

Fast	___	___	___	___	___	___	___	Slow	_____
Interesting	___	___	___	___	___	___	___	Dull	_____
Rough	___	___	___	___	___	___	___	Smooth	_____
Worthless	___	___	___	___	___	___	___	Valuable	_____
Weak	___	___	___	___	___	___	___	Powerful	_____
Sluggish	___	___	___	___	___	___	___	Quick	_____
Natural	___	___	___	___	___	___	___	Artificial	_____
Calm	___	___	___	___	___	___	___	Stormy	_____
Creative	___	___	___	___	___	___	___	Restrictive	_____

List of Additional Concepts

3. ACTIVE
4. BAD
5. WEAK
6. PASSIVE
7. MYSELF
8. LESSON PLANNING
9. INDIVIDUALIZED INSTRUCTION
10. MOTIVATION OF PUPILS
11. RECOGNIZING PUPIL LEARNING DIFFICULTIES
12. INSTRUCTING
13. SUBJECT MATTER
14. RECORD KEEPING
15. TUTORING
16. EDUCATIONAL PHILOSOPHY
17. PROFESSIONAL ORGANIZATION
18. THE TEACHER'S ROLE
19. MY CLASSROOM
20. MY PUPILS
21. THE SCHOOL ADMINISTRATION
22. THE SCHOOL BOARD
23. THE P. T. A.
24. THE COMMUNITY

Fuller's Teacher Concerns

Questionnaire

Name _____

I. When you think about your teaching, what are you concerned about? (Do not say what you think others are concerned about, but only what concerns you <u>now</u>.) Please be frank.

II. Now that you have discussed the things that concern you about your teaching, PLEASE PLACE A CHECK (✓) by the above concerns that concern you most.

TAP/cah
4/17/73

Decision Point

Questionnaire

DIRECTIONS:

This instrument contains thirty-five decision items. The column to the left is a list of positions of persons involved in the Teaching Center who may participate in making these decisions. In the column to the right there are five questions regarding each of the decision items. For each decision item, answer the five questions in the manner indicated.

A. WHO MAKES THIS DECISION?

Choose the one person involved in the Center who is primarily responsible for making this decision. Place the number one (1) in the box in column 1 opposite the title of that person.

B. WHAT OTHER PERSONS PARTICIPATE IN MAKING THIS DECISION?

Select at least two persons, other than the one already indicated in answering Question A, who participate in making this decision. Rank these persons 2, 3, 4,-, according to the extent to which they participate. In column 1, place the number of the rank you give each participant opposite the title of that position.

C. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?

Select one of the four following choices which best describes your participation in making this decision and write the number of this choice in the box provided in column 2. 1-Make the decision; 2-Recommend preferred decision; 3-Provide information only; 4-None.

INTERN DECISION POINT ANALYSIS

1. The decision that the intern will assume total responsibility for the educational program of a group of children.

Person(s)	
Teacher	
Level - Team	
Principal	
Methods Professors	
Center Coordinator	
Intern	
Fredonia College Student Teaching Director	
Superintendent	
Asst. Superintendent	
Board of Education	
Steering Committee	
Others	

INTERN DECISION POINT ANALYSIS

2. The decision to follow-up seminar activities with instructional and supervisory activities in the classroom.

Person(s)	
Teacher	
Level - Team	
Principal	
Methods Professors	
Center Coordinator	
Intern	
Fredonia College Student Teaching Director	
Superintendent	
Asst. Superintendent	
Board of Education	
Steering Committee	
Others	

List of Additional Decisions

3. The decision to interpret, adjust and modify a competency to fit classroom opportunities or constraints.

4. . . . to plan and specify the division of teaching tasks of the intern and classroom teacher for a given day or week.

5. . . . to request supervisors and professors to assist an intern in the classroom.

6. . . . to evaluate an intern's seminar work.

7. . . . to schedule an item on the Steering Committee agenda.

8. . . . to delegate to the intern specific classroom responsibilities.

9. . . . to schedule planning time to specify and organize teacher and intern activities.

10. . . . that an intern can no longer profit in a particular classroom.

11. . . . to include specific materials in the intern's professional material and resource file.

12. . . . to assign a specific grade in language arts, social studies, science, mathematics or psychology.

13. . . . to assign an intern responsibility for a classroom mathematics group.

14. . . . to assign an intern to a college supervisor.

15. . . . about the form which lesson plans, logs and other planning notes shall be maintained.

16. . . . to assign an intern to a classroom and cooperating teacher.

17. . . . that a competency is to be included in the program.

18. . . . to accept an applicant for the program.

19. . . . to include a topic for discussion in a seminar.

20. . . . that an intern shall be dropped from the program.

21. . . . to revise the seminar schedule.

22. . . . for the intern to attend a P. T. A. meeting.

23. . . . for the intern to attend faculty meetings.

24. . . . for the intern to visit a model school or other educational settings.

25. . . . that an intern is competent to recommend for certification.

26. . . . who shall write the intern's letter of reference.

27. . . . to schedule a meeting of the interns.

28. . . . about the content of the orientation program.

29. . . . about the process for evaluating the intern's competence.

30. . . . to modify the seminar methods program.

31. . . . to specify a competency as a requirement or an option.

32. . . . that a competency has been achieved.

33. . . . to select educational materials such as books, equipment, etc.

34. . . . that an intern is competent and need not continue the internship.

35. . . . to the interpretation of the intern evaluation form.

HAMBURG TEACHING CENTER

May 1, 1973

Dear Colleague:

The operation of a Teaching Center may have many anticipated or unanticipated influences of building staff. A potential advantage of the Teaching Center may be the resources that intern and college personnel bring to the district. Interns and college professors are resources which the district professional staff may find helpful in assisting with instructional concerns.

As you may recall, you filled out this form last December. The administration of the form now is to assist you and your Steering Committee describe possible effects of the Teaching Center upon your instruction, planning, evaluation and organizational procedures. In short, there may be "spin offs" (advantages or disadvantages) to the district and Hamburg children because a Teaching Center is in the Hamburg Schools.

Your Position _____

Please complete the following forms and return to Lois Jones.

TAP/cah

With respect to instruction: first, check the extent your instructional strategies have changed to include the following methods since the initiation of the Teaching Center; and second, please number 1, 2, 3, etc. in rank order the priority of the method.

Rank Order		Extensively Less	Considerably Less	Somewhat Less	No Change	Somewhat More	Considerably More	Extensively More
____	Pupil Conferences	1	2	3	4	5	6	7
____	Tutoring	1	2	3	4	5	6	7
____	Independent Study or Contents	1	2	3	4	5	6	7
____	Lecture	1	2	3	4	5	6	7
____	Projects	1	2	3	4	5	6	7
____	Demonstrations	1	2	3	4	5	6	7
____	Thinking Activities	1	2	3	4	5	6	7
____	Multi-Media Presentations	1	2	3	4	5	6	7
____	Telling & Explaining	1	2	3	4	5	6	7
____	Supplementing the Curriculum	1	2	3	4	5	6	7
____	Goal Setting	1	2	3	4	5	6	7
____	Teaching for Valuing	1	2	3	4	5	6	7

Other _____

With respect to planning: first, check the extent your planning involvements have changed since the initiation of the Teaching Center: second, please number 1, 2, 3, etc. in rank order the priority of your planning involvement.

Rank Order		Extensively Less	Considerably Less	Somewhat Less	No Change	Somewhat More	Considerably More	Extensively More
____	Planning for Instruction	1	2	3	4	5	6	7
____	Planning Using Objectives	1	2	3	4	5	6	7
____	Planning with Teaching Intern or Student Teacher	1	2	3	4	5	6	7
____	Planning with Team	1	2	3	4	5	6	7
____	Planning with Principal	1	2	3	4	5	6	7
____	Planning with College Seminar Professors	1	2	3	4	5	6	7
____	Planning with College Intern Supervisor	1	2	3	4	5	6	7
____	Planning with Elementary Pupils	1	2	3	4	5	6	7

Other _____

Comment on concerns you or your colleagues have had or are having regarding Planning.

Comments: _____

With respect to the evaluation of pupils: first, check the extent your evaluation procedures have changed since the initiation of the Teaching Center; and second, please number 1, 2, 3, etc. in rank order the priority of the procedure.

Rank Order		Extensively Less	Considerably Less	Somewhat Less	No Change	Somewhat More	Considerably More	Extensively More
____	Diagnosis	1	2	3	4	5	6	7
____	Record Keeping	1	2	3	4	5	6	7
____	Testing	1	2	3	4	5	6	7
____	Parent Conferences	1	2	3	4	5	6	7
____	Pupil Conferences	1	2	3	4	5	6	7
____	Intern-Teacher Conferences	1	2	3	4	5	6	7
____	Behavior Objectives	1	2	3	4	5	6	7

Other _____

Comment on concerns you or your colleagues have had or are having regarding evaluation.

Comments: _____

With respect to organization: first, check the extent the use of these organizational alternatives have changed since the initiation of the Learning Center; and second, please number 1, 2, 3, etc. in rank order the priority of the alternative.

Rank Order		Extensively Less	Considerably Less	Somewhat Less	No Change	Somewhat More	Considerably More	Extensively More
____	Interest Center	1	2	3	4	5	6	7
____	Grouping	1	2	3	4	5	6	7
____	Teaming	1	2	3	4	5	6	7
____	Bulletin Boards	1	2	3	4	5	6	7
____	Multimedia	1	2	3	4	5	6	7
____	Peer Tutoring	1	2	3	4	5	6	7

Other _____

Comment on concerns you or your colleagues have had or are having regarding Organization.

Comments: _____

_____

_____

_____

_____

_____

Comment on concerns you or your colleagues have had or are having regarding Instruction.

Comments: _____

Hamburg Teaching Center

Seminar Professors Questionnaire

Content Area _____ Date _____

PLANNING

1. a. What is the objective(s) of today's seminar? Is the objective(s) enabling or terminal?

   b. What is the source of this objective? (subject matter, content, competency list, supervisor, cooperating teacher, etc.)

2. a. What activities have you planned to achieve the stated objectives for yourself?

   b. What activities have you planned to achieve the stated objectives for interns?

3. a. What materials and other resources do you plan to use to achieve the stated objectives?

   b. What is the source of these materials? (personal library, IRC, local school resource center, etc...)

4. How do you plan to evaluate this particular session? (verbal feedback, written suggestions, etc...)

POST-SEMINAR

5. If the seminar activities were redirected, please comment.

6. What sorts of follow-up activities are (or may be) necessary with respect to the objectives of the "feedback" received during the seminar?

7. What intra-staff activities were used to provide for communication and coordination of the seminar activities:

TAP/cah
12/8/72

Harrisburg Teaching Center

Interns Questionnaire

Content Area _____ Date _____

1. a. State the objective(s) for today's seminar:

   b. Was the objective conveyed to you?

2. a. In what way was this seminar helpful to you in carrying out your classroom responsibilities?

   b. How will you apply the content of this seminar to your classroom?

3. In what manner can or will you use the materials and resources from this seminar in your classroom responsibilities?

4. a. Did the content of this seminar deal with a particular dilemma or instructional concern of yours?

   b. In what additional way could the content of this seminar deal with a particular dilemma or instructional concerns of yours?

5. What sorts of follow-up activities would be helpful to you with respect to the content of this seminar?

6. Do you feel you would recommend other interns to participate in this seminar?

Yes _____ No _____

Why?

TAP/cah
12/8/72

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. INTEREST					
A. To be motivated by an interest in people rather than issue, method and material.	(1) Make some provisions (discuss) for regular interaction with classroom teacher and advisor.	Situation 1,2,3		T & Z	
B. To capitalize on this interest to develop sensitivity.	(2) Demonstrate initiative through voluntary involvement with the individual.	Situation 1,2,3		T	
C. To regard the human element in dealing with children and adults in the facets of the educational community.					
II. KNOWLEDGE					
Possess knowledge of individual differences, similarities and needs of children.	Participation in seminars and their related activities.	Situation 1,2,3		M	
III. OBSERVATION	(1) Observe an instructional grouping.	Situation 1		T	
A. Observation of children in individual and group situations.	(2) Ride school bus (optional)	Situation 1		T	
B. Observation of teaching styles and methods.	(3) Examine the permanent files, record cards & psychological records.	Situation 1		T	
C. Gather information about the differing personalities and needs of the individual.	(4) Compile Child Observation File	Situation 1		G.G.	
	(5) Make an Audio/Visual recording of individual differences (audio/video taping, snapshots)	Situation 1		M	

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
	(6) Observe a teacher-parent conference.			T	
	(7) Observe a team or other relevant meetings.			T	
	(8) Observe a meeting of the C.D.C.			T	
IV. IMPLEMENTATION					
A. Plan different methods of dealing with individual needs. B. Apply different methods of dealing with individual needs.	(1) Using any learning theory and any of the information above, design a task that will attempt to bring about a change in behavior. Possible tasks - a) Plan & implement a program designed to capitalize on the strength of one child in a certain subject area by means of guiding him toward becoming a "peer teacher." b) Plan & implement a program designed to change extrinsic motivation to intrinsic. c) Plan & implement a program designed to bring out a withdrawn child.			1) a) M&T b) M&T c) M&T	
	(2) Assist in administering and correcting a standardized test.			M & T	

HUMAN RELATIONS - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. CONSISTENCY A. Realize that rules must be consistent to be effective. B. Suggest rules consistent with previously established rules for a learning situation. C. Demonstrate ability to be consistent when dealing with disciplinary concerns.	(1) Describe a situation in which an assessment of rules & procedures are needed. (2) Suggest specific rules for a small group or recreational activity which fit the situation you are in.			M T	
II. UNDERSTANDING OF TOTAL SCHOOL PROGRAM A. A person recognizes there are many aspects of the school's total function. B. A person can relate people to the functionings of the school program. C. A person is able to identify his role within the structure of the school.	(1) During first weeks talk with special teachers, media center personnel, cafeteria and janitorial personnel, office personnel, etc. and be aware of their particular functions and concerns. (2) Read C.D.C. manual and attend orientation of C.D.C. program.			I T	

HUMAN RELATIONS - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
III. RESPECT					
A. Recognize need for developing respect. B. Suggest ways to foster mutual respect. C. Demonstrate respect for both children and adults.	(1) From this school experience write a brief description of a situation in which a lack of respect was the cause of difficulty. What happened? Why? What could have been changed?			M	
IV. SELF-CONCEPT					
A. Recognize that in order to be empathetic one must know self. B. Provides critical realistic self-evaluation. C. Help others to understand themselves and develop empathy for others.	(1) Write a brief self-evaluation; include strengths, weaknesses, motives, etc. Be non-judgmental.			A	

HUMAN RELATIONS - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
V. UNDERSTANDING INDIVIDUALS - CAUSES					
A. Realization that there is a cause for all types of behavior.	(1) Discuss various behaviors exhibited in school settings and possible causes.			G.G. M.G.	
B. Can suggest possible causes for a behavior in a given situation.					
C. Can implement possible solutions to correct behavior of one or more individuals.					
VI. EFFECT OF FAILURE					
A. Recognize the effects failure may have on children.	(1) Discuss general effects failure may have on children and alternatives to failing children.			M,T,I	
B. Suggest alternatives for failing children.					
C. Implement those suggestions in the school program.					

DECISION MAKING - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. NEED FOR RULES A. Realize need. B. Establish and convey rules. C. Demonstrate ability to secure rule compliance.	1st WEEK (1) Observe and show compliance with routine rules and procedures developed according to classroom needs including: a) methods of presenting rules b) how they are established (e.g. one at a time as the need arises). (2) Observe and discuss different ways in which rules are established: a) daily routines established by the classroom teacher: - Names- identification of pupils - Activities and consequences (e.g. opening and closing procedures) - Changing classes (lunch, halls, lavatory) - Housekeeping - Safety b) Changes - new rules are made and old rules altered when need arises. (e.g. resolution of personality conflict). c) Teacher-pupil cooperation in establishing rules.			T T M	

DECISION MAKING - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. NEED FOR RULES (Cont'd.)	(3) Demonstrate an understanding that consistency is necessary when carrying out and maintaining adherance to established rules.			M T	
	I st SITUATION				
	(1) Set up and carry out at least two rules in a small or large group activity.			T	
	(2) Demonstrate the setting up of a new rule because of a changing need in the classroom.			T	
	(3) Demonstrate the establishment of at least one rule cooperatively with the children. (In groups you are working with.)			T	
II. DECISION MAKING MODEL					
A. Recognition of Major Issues (General Objectives)	(1) Study the curriculum in each subject area to be covered in a particular classroom and identify the general objectives for the given period of time.				
B. Definition of Specific Objectives				T M	
C. Recognize (list) alternatives for each specific objective.					

DECISION MAKING - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
II. DECISION MAKING MODEL (Con[illegible])					
D. Select or choose an alternative in light of relevant information.	(2) Observe and discuss with the classroom teacher her ideas and alternatives to meet these objectives.			T	
E. Implement chosen alternative(s).	(3) Describe the process by which the teacher made her choice.			T	
F. Evaluate outcome.					
G. Recycle as necessary.	(4) Suggest other possible activities that could be used to achieve a given objective.			T	
III. LESSON DEVELOPMENT					
A. The prospective teacher will be able to:	1-4 - Methods course work - from Competency sheet III, 3, a-1-5				
(1) Write behaviorally stated objectives which are: a) content oriented in terms of skills or techniques concepts or structural development.					
(2) Write behaviorally stated objectives which are: a) process oriented in terms of student "know how"; guessing hypothesizing, symbolizing, axiomating, etc.				M	

DECISION MAKING - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
III. LESSON DEVELOPMENT (Cont'd) (3) Write evaluation items or settings to these objectives. (4) Describe or match teaching behaviors and objectives. (5) Properly place lesson objectives in a sequence of course objectives. IV. ORGANIZING A. Recognize the need for organization in nearly every aspect of teaching. B. Demonstrate organization in the planning of single lessons or activities. C. Demonstrate organization by planning and carrying out plans over an extended period of time (e.g. a day or a week)	(1) Observe how the classroom teacher groups children in one subject area. (2) Question the classroom teacher as to why the children are organized as they are. (3) Suggest a new group in one subject are according to a particular need of the class.			T T T	

DECISION MAKING - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
V. EVALUATION A. Recognize purpose. B. Suggest methods for evaluating individuals, small and large groups stated on purpose.	(1) Recognize and discuss the purpose of evaluation: a) to determine whether a child attains a certain level of skill. b) to identify reasons why he hasn't achieved the skill for remediation purposes (gaining diagnostic information). c) to facilitate prescription for remediation. d) for grading and reporting purposes. (2) Participate in the administering and scoring of a standardized test. (3) Observe, question and discuss with the classroom teacher different ways of: a) informal evaluation b) formal test scores c) participation in lessons			M T T	

CONTENT SKILLS & TECHNIQUES - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. COMMUNICATION					
A. Be aware of need for clarity in communication and its relationship to classroom control.	(1) Student shall show ability to apply rules of grammar, spelling, written and oral communication by their verbal communication in seminars as well as in written materials handed to professors.			M	
1) Suggest techniques for improving skills to achieve effective communication.					
2) Demonstrate an ability to apply rules of written and oral communication.	(2) Write a description of some object in detail. Ask someone to draw a picture of the object from your description.			M	
B. Implement and combine oral and written skills for successful communication and be able to evaluate if such has been achieved.	(3) Describe the sequence of directions used by the classroom teacher in organizing for an activity lesson.			T	
C. Voice control - use of video tape or audio tape. Realization that the manner in which one speaks (tone, volume, choice of words, expression, etc.) influence child behavior.	(4) Tape of a lesson presented to peers in methods checked for voice control.			M	
II. KNOWLEDGE					
A. Understand the need for and strive for a well-balanced background of academic subjects and social or cultural interest.	(1) What books have I read in the last 6 months?			A	
	(2) Is conversant generally with local, national and world events?			M	

CONTENT SKILLS & TECHNIQUES - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
II. KNOWLEDGE (Cont'd)					
B. Demonstrate continued growth in learning subject matter.	(3) Can answer children's questions and does look up material if needed.			T	
C. Correlate knowledge in academic subjects with good methodology in teaching.	(a) Co-op teacher identifies subject item to be taught and pre-assesses intern's knowledge. (b) Co-op teacher rechecks intern's knowledge after intern prepares information. (c) Co-op teacher gives permission to present materials to youngsters.				
III. KNOWLEDGE OF RESOURCES					
A. To be able to locate and understand uses of available resources - school and community.	(1) Attend Orientation in learning center.				
	(2) Request Orientation in classroom.			T	
B. Demonstrate an ability to select appropriate resource materials (including books) for a given lesson or to find particular kinds of information.	(3) Demonstrate knowledge of available materials by: a) Identification of specific materials for a given lesson to be prepared for methods and presented in classroom			M & T	
C. Be able to demonstrate knowledge of internal and external resources.	(4) Demonstrate skill in operation of media equipment.			T	

CONTENT SKILLS & TECHNIQUES - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
III. KNOWLEDGE OF RESOURCES (Cont'd)	(5) Take a trip to the nearest BOCES Center and/or arrange for a BOCES person to describe the program.			M	
IV. PRESENTING					
A. Recognize difference in type for large and small groups and individuals.	(1) Describe reasons for need of different types of presentation.			M	
B. Suggest kinds of supplementary presentations for each.	(2) Plan a lesson using all three types - large group leading into small group to large group synthesis.			M	
C. Implement change and use combinations in working with various individuals.	(3) Describe uses of the following methodologies: methodology 1-10.			M	
D. Be able to demonstrate appropriate techniques to facilitate student/student as well as student/teacher learning interactions.	(4) Plan lessons that stress at least three of the above.			M	
E. Be able to present problems and develop good problem-solving behavior in students.					
V. DIAGNOSIS					
A. Recognize purpose.	(1) Review diagnostic tests for assigned level.				
B. Suggest methods, means and interpret results.	Be able to name a test to diagnose a specific problem.			M	

CONTENT SKILLS & TECHNIQUES - SITUATION I

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
V. DIAGNOSIS (Cont'd) C. Implement interpretation of results with individual children.	(2) Review and be familiar with the means of interpreting test results. Can identify specific strengths and weaknesses from test results.			M	
	(3) Review students test score in assigned classroom.			T	
	(4) Observe and participate in administration of standardized tests.			T	
	(5) Familiarize self with various means of informal diagnosis. Intern is able to identify various means of informal diagnosis such as: observation, check lists, inventories, sociograms, conferences, anecdotal records, etc.			M	

HUMAN RELATIONS - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. CONSISTENCY A. Realize that rules must be consistent to be effective. B. Suggest rules consistent with previously established rules for a learning situation. C. Demonstrate ability to be consistent when dealing with disciplinary concerns.	(1) Apply 1st Situation activities and evaluate same.			T	
II. UNDERSTANDING OF TOTAL SCHOOL PROGRAM A. A person recognizes there are many aspects of the school's total function. B. A person can relate people to the functionings of the school program. C. A person is able to identify his role within the structure of the school.	(1) Write a brief statement on your view of how each of these personnel contributes to the total school program. (2) Identify those who can be most useful in the classroom and project possible uses.			T T	

HUMAN RELATIONS - SITUATION II

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
III. RESPECT					
A. Recognize need for developing respect. B. Suggest ways to foster mutual respect. C. Demonstrate respect for both children and adults.	(1) Plan an activity with a group of children in which you can watch for respect for ideas, feelings, etc. between children and children and teacher and children. Carry out this activity.			T	
IV. SELF-CONCEPT					
A. Recognize that in order to be empathetic one must know self. B. Provides critical realistic self-evaluation. C. Help others to understand themselves and develop empathy for others.	(1) Briefly write some confrontation you have had with a child. Evaluate motives, feelings, etc. in relation to the child. (2) Using the above, decide what strengths you have and build on them, what weaknesses, how to correct and/or compensate for them.			G.G. T G.G. T	

HUMAN RELATIONS - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
V. UNDERSTANDING INDIVIDUALS - CAUSES					
A. Realization that there is a cause for all types of behavior. B. Can suggest possible causes for a behavior in a given situation.	(1) Describe a real classroom situation and discuss the possible causes for the individual's behavior and probable solutions.			G.G. M.G. T	
C. Can implement possible solutions to correct behavior of one or more individuals.	(2) Select individual(s) and apply solution(s).			G.G. M.G. T	
VI. EFFECT OF FAILURE					
A. Recognize the effects failure may have on children. B. Suggest alternatives for failing children.	(1) Choose a classroom situation where a feeling of failure or frustration often occurs (game, lesson, test, etc.). Modify the situation so that less frustration will occur.			T I	
C. Implement those suggestions in the school program.	(2) Help a child or children set goals acceptable to him and meet the needs of the classroom program. Help child evaluate his success or failures.			M T	

CONCERNS FOR INDIVIDUALITY - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. INTEREST					
A. To be motivated by an interest in people rather than issue, method and material.	(1) Make some provisions (discuss) for regular interaction with classroom teacher and advisor.			T & A	
B. To capitalize on this interest to develop sensitivity.	(2) Demonstrate initiative through voluntary involvement with the individual			T	
C. To regard the human element in dealing with children and adults in the facets of the educational community.					
II. KNOWLEDGE					
Possess knowledge of individual differences, similarities and needs of children.	Participation in seminars and their related activities.			M	
III. OBSERVATION	(1) Do a Sociogram.			G.C.	
A. Observation of children in individual and group situations.	(2) Discuss home visitation with Connie Harris (optional).			C.H. or M	
B. Observation of teaching styles and methods.	(3) Develop a Case Study.			G.G.	
C. Gather information about the differing personalities and needs of the individual.					

CONCERNS FOR INDIVIDUALITY - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
IV. IMPLEMENTATION A. Plan different methods of dealing with individual needs. B. Apply different methods of dealing with individual needs.	(1) Using any learning theory and any of the information above design a task that will attempt to bring about a change in behavior. Possible tasks - a) Plan and implement a program designed to capitalize on the strength of one child in a certain subject area by means of guiding him toward becoming a "peer teacher." b) Plan and implement a program designed to change extrinsic motivation to intrinsic. c) Plan and implement a program designed to bring out a withdrawn child.			1) a) M&T b) M&T c) M&T	
	(2) Assist in administering and correcting a standardized test.			M & T	
	(3) Administer a series of individualized Piagetian tasks.			G. G.	
	(4) Investigate the relationship between ability or academic achievement and social class status.			G.G.	
	(5) Investigate the relationship between sex and academic achievement.			G.G.	
	(6) Investigate the relationship between academic achievement and certain affective characteristics.			G.G.	

CONCERNS FOR INDIVIDUALITY - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
	(7) Utilize the discovery technique of learning.			M	
	(8) Involvement in instructional grouping.			T & M	

DECISION MAKING - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. NEED FOR RULES	(1) Set up and carry out at least two rules in a small or large group activity.			T	
A. Realize need.	(2) Demonstrate the setting up of a new rule because of changing need in the classroom.			T	
B. Demonstrate ability to secure rule compliance.	(3) Demonstrate the establishment of at least one rule cooperatively with the children in the groups she works with.			T	
	(4) Extending program in accordance with second situation activities - the Intern assumes major responsibilities for rules with the total class.			T	
II. DECISION MAKING MODEL					
A. Gather data that pertains to problem	(1) Choose an immediate, short-term problem within your classroom (i.e.- what to do with children who don't know addition facts/how to settle a feud that has started between 2 groups) Work through the decision-making process and write it up.			M	
B. Recognize major issue. Is problem concerned with attitudes, personality or external factor such as health, ability cleanliness, etc. Bring out central issue clearly as the focus of attention.	Evaluate the process - Did it work? If so, why? If not, why not? Decide whether recycling is needed and plan if necessary.			M	
C. Alternatives - consider all possibilities.					
D. Anticipate reactions to all alternatives.					
E. Decision implementation.					

DECISION MAKING - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
II. DECISION MAKING MODEL (Cont'd) F. Evaluate outcome. G. Recycle as necessary. III. LESSON DEVELOPMENT A. The perspective teacher will be able to: 1) Write behaviorally stated objectives which are: a) content oriented in terms of skills or techniques concepts or structural development. 2) Write behaviorally stated objectives which are: a) process oriented in terms of student "know-how"; guessing, hypothesizing, symbolizing axiomating, etc. 3) Write evaluation items or settings to there objectives. 4) Describe or match teaching behaviors and objectives.	Demonstrate recognition of the differences between general (or unit objectives) and specific (or daily lesson obj. by: Writing at least one general objective, and at least 5 specific objectives for a unit. Carry them out.			M & I M & I	

DECISION MAKING - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
III. LESSON DEVELOPMENT (Cont'd)					
5) Properly place lesson objectives in a sequence of course objectives.					
IV. ORGANIZING					
A. Recognize the need for organization in nearly every aspect of teaching.	(1) In one subject area, plan and carry out a lesson involving at least two groups.			T	
B. Demonstrate organization in the planning of single lessons or activities.	(2) Plan and carry out a unit in one subject area following the TEC Lesson Plan format demonstrating knowledge of grouping.			T	
C. Demonstrate organization by planning and carrying out plans over an extended period of time (e.g. a day or a week).					
V. EVALUATION	(1) Explain how evaluation techniques are related to the decision-making model.			M	
A. Recognize purpose.					
B. Suggest methods for evaluating individuals, small and large groups stated on purpose.	(2) Suggest two ways evaluattion of students in a subject unit can be done other than written tests.			M	
	(3) Prepare and use a teacher-made test at two points within and at the end of a unit.			T	

DECISION MAKING - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
V. EVALUATION (Cont'd)	(4) Prepare anecdotal records of five children concerning the development of one particular skill.			T	

CONTENT SKILLS & TECHNIQUES - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. COMMUNICATION A. Be aware of need for clarity in communication and its relationship to classroom control. 1. Suggest techniques for improving skills to achieve effective communication. 2. Demonstrate an ability to apply rules of written and oral communication. B. Implement and combine oral and written skills for successful communication and be able to evaluate if such has been achieved. C. Voice Control - use of video tape or audio tape. Realization that the manner in which one speaks (tone, volume, choice of words, expression, etc.) influence child behavior.	(1) Plan a project lesson. Write directions for an experiment or handcraft project. Explain project and children carry out the directions. Evaluate by results. (Format suggested provide co-op teacher with lesson plan which specifically lists directions.) (2) Demonstrate use of rules of written and oral communication in classroom. (3) Prepare a classroom tape to demonstrate voice control in presenting lessons.			T T T	
II. KNOWLEDGE A. Understand the need for and strive for a well-balanced background of academic subjects and social or cultural interest.	(1) Intern will demonstrate knowledge of subject matter in lessons being presented.			T	

CONTENT SKILLS AND TECHNIQUES - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
II. KNOWLEDGE (Cont'd)	(2) Intern will demonstrate preparation process to co-op teacher.			T	
B. Demonstrate continued growth in learning subject matter.					
C. Correlate knowledge in academic subjects with good methodology in teaching.	(3) Intern will demonstrate knowledge of materials presented in methods during discussion on prepared tests and in written assignments.			M	
III. KNOWLEDGE OF RESOURCES					
A. To be able to locate and understand uses of available resources - school and community.	(1) Develop lesson or sequence of lessons around lab materials.			M & T	
B. Demonstrate an ability to select appropriate resource materials (including books) for a given lesson or to find particular kinds of information.	(2) Describe and set up independent work centers. (Interest, lab, learning etc.) to develop specific concepts.			M & T	
C. Be able to demonstrate knowledge of internal and external resources.	(3) Use these work centers with a small group to teach an idea.			M & T	
	(4) Develop and use "open-ended" vs "directed labs."			M & T	
	(5) Use a "game to teach a skill."			M & T	
	(6) Request a periodic re-check of use of various equipment and materials in lessons.			T	

CONTENT SKILLS & TECHNIQUES - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
IV. PRESENTING					
A. Recognize differences in type for large and small groups and individuals.				T	
B. Suggest kinds of supplementary presentations for each.	(2) Carry out at least three lessons where lessons were previously planned.				
C. Implement change and use combinations in working with various individuals.				M	
D. Be able to demonstrate appropriate techniques to facilitate student/student as well as student/teacher learning interactions.					
E. Be able to present problems and develop good problem-solving behavior in students.					
V. DIAGNOSIS					
A. Recognize purpose	(1) Write specific purpose for diag. of a certain child in reading or math.			M & T	
B. Suggest methods, means and interpret results.					
C. Implement interpretation of results with individual.	(2) Construct teacher-made test.			M & T	
	(3) Gather data-resource people, records, anecdotes records testing in order				

CONTENT SKILLS & TECHNIQUES • SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
V. DIAGNOSIS (Cont'd)					
	to describe the child or class.			M & T	
	(4) From above, interpret results and decide on program to correct deficiencies or encourage talent, etc.			M & T	
	(5) Carry program through and write the results.			M & T	

PHILOSOPHICAL POSITION - SITUATION II

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. PHILOSOPHY OF EDUCATION A. A person recognizes that there are many philosophies of education and he is responsible for developing his own. B. A person is able to identify methods in agreement with various philosophies of education. C. A person is able to relate his methods to a specific philosophy.	After each field trip write a brief philosophy behind the operation of that particular school. Compare and contrast this philosophy with your own.			M	

CONCERNS FOR INDIVIDUALITY - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. Interest					
A. To be motivated by an interest in people rather than issue, method and material.	1. Make some provision (discuss) for regular interaction with classroom teacher and advisor, and keep this time as a priority.			T & A	
B. To capitalize on this interest to develop sensitivity.	2. Use the C.V.C. Inventory to analyze verbal behavior.			M	
	3. Demonstrate initiative through consistent, voluntary involvement with the individual children.			T	
	a. Periodic discussion with the cooperating teacher regarding involvement -			T	
	Ex: 1. play games with students			T	
	2. invite students to discuss hobbies, etc.			T	
	3. help individuals without being asked-(voluntary)-with seat work, etc.			T	
II. Knowledge					
Possess knowledge of individual differences, similarities and needs of children.	Participation in seminars and their related activities.			M	

CONCERNS FOR INDIVIDUALITY - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
III. Observation					
A. To be able to observe objectively a child's actions and draw conclusions.	1. Observation of children in individual group situations. Draw conclusions.			T	
B. To be able to observe a situation and people involved and make an evaluation.	2. Observation of teaching styles and methods. Draw conclusions.			T	
C. To be able to correlate data with observation.	3. Gather information about the differing personalities and needs of the individual. Choose an individual child who interests you and develop a case study.			M & T	
	4. Observe a meeting of the C.D.C., if you haven't already done so.			T	
IV. Implementation					
A. Plan different methods of dealing with individual needs.	1. Using any learning theory and any of the information above, design a task that will attempt to bring about a change in behavior.			M & T	
B. Apply different methods of dealing with individual needs.	Possible tasks - a. Plan and implement a program designed to capitalize on the strength of one child in a certain subject area by means of guiding him toward becoming a "peer teacher."				
	b. Plan and implement a program designed to change extrinsic motivation (outside motivators - ex. teachers)			M & T	

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CONCERNS FOR INDIVIDUALITY - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
	b. con't . . . to intrinsic motivation (motivated by child's own needs and wants, not by outside influence).				
	c. Plan and implement several activities designed to bring out a shy child and/or modify the behavior of an over-aggressive child.			M & T	
	2. Assist in administering and correcting a standardized test if you have not already done so.			GG	
	3. Investigate the relationship between academic achievement and certain affective characteristics.			GG	
C. Be able to use the discovery technique of learning.	4. Present materials and problems to students and let them discover a solution (Lab situation)			M & T	
	5. Involvement in Instructional Grouping ex: Plan and carry out a lesson which requires at least two groups of students working simultaneously to meet objectives.			M & T	

HUMAN RELATIONS - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. Consistency					
A. Realize that rules must be consistent to be effective.	1. Discuss specific rules you have observed in your classroom and the reasons these rules have been established.			T	
B. Suggest rules consistent with previously established rules for a learning situation.	2. Demonstrate initiative through enforcement of pre-established rules.			T	
C. Demonstrate ability to be consistent when dealing with disciplinary problems.	a. i.e. arrival, dismissal procedures, etc.			T	
II. Understanding of Total School Program					
A. A person recognizes there are many aspects of the school's total function.	1. Apply selected resources and resource personnel to the classroom program by:			T	
B. A person can relate people to the functionings of the school program.	a. making use of the media center b. discussing some child's physical health with the school nurse			T School Nurse	
C. A person is able to identify his role within the structure of the school.	c. while working on the case study the Intern will contact and utilize three resource people			Resource People	

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
III. Respect					
A. Recognize need for developing respect. B. Suggest ways to foster mutual respect. C. Demonstrate respect for both children and adults.	1. Plan an activity with a group of children in which you can watch for respect for ideas, feelings, etc. between children and children, and teacher and children. Carry out this activity.			T	
IV. Self-Concept					
A. Recognize that in order to be empathetic one must know self. B. Provides critical realistic self-evaluation.	1. Briefly write some confrontation you have had with a child. Evaluate motives, feelings, etc. in relation to the child.			M & T	
C. Help other to understand themselves and develop empathy for others.	2. Using the above, decide on and write the strengths you have and build on them; what weaknesses have you? How can you correct and/or compensate for them?			M & T	
V. Understanding Individuals - Causes					
A. Realization that there is a cause for all types of behavior. B. Can suggest alternatives for failing children. C. Can implement possible solutions to correct behavior of one or more individuals.	1. In regard to the case study of one child, write about observed behavior in various classroom situations: ex: music, gym, lunchroom. Suggest possible causes and solutions.			M & T	

HUMAN RELATIONS - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
VI. Effect of Failure					
A. Recognize the effects failure may have on children. B. Suggest alternatives for failing children.	1. Choose a classroom situation where a feeling of failure or frustration often occurs (game, lesson, test, etc.). Modify the situation so that less frustration will occur.			T & I	
C. Implement those suggestions in the school program.	2. Help a child or children set goals acceptable to him and that meet the needs of the classroom program. Help child evaluate his success or failure.			M & T	

DECISION-MAKING - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. Need for Rules					
A. Realize need	1. Anticipate and discuss possible need for change in rules when intern accepts "total" responsibility for program.			T	
B. Establish and convey rules.					
C. Demonstrate ability to secure rule compliance.	2. Carry out rules.			T	
II. Decision Making Model					
A. Gather data that pertains to problem.	1. Work through Decision-Making Process on worksheets using problems in your immediate classroom. Evaluate and write up recycling if it is needed.			M	
B. Recognize major issue. Is problem concerned with attitudes, personality or external factor such as health, ability, cleanliness, etc. Bring out central issue clearly as the focus of attention.					
C. Alternatives - consider all possiblities.					
D. Anticipate reactions to all alternatives.					
E. Decision implementation					
F. Evaluate outcome.					
G. Recycle as necessary.					

DECISION-MAKING - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
III. Lesson Development A. The perspective teacher will be able to: 1. Write behaviorally stated objectives which are: a. content oriented in terms of skills or techniques concepts or structural development 2. Write behaviorally stated objectives which are: a. process oriented in terms of student "know how"; guessing, hypothesizing, symbolizing, axiomating, etc. 3. Write evaluation items or settings to these objectives. 4. Describe or match teaching behaviors and objectives. 5. Properly place lesson objectives in a sequence of course objectives.	1. For each different subject area taught during the situation, write at least one general objective and five specific objectives in each area. 2. Carry them out.			M & T T	

DECISION-MAKING - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
IV. Organizing					
A. Recognize the need for organization in nearly every aspect of teaching.	1. In one subject area, plan and carry out a lesson involving at least two groups taught simultaneously.			T	
B. Demonstrate organization in the planning of single lessons or activities	2. Plan and carry out a unit in one subject area following the T.E.C. Lesson Plan format and demonstrating knowledge of grouping.			M & T	
C. Demonstrate organization by planning and carrying out plans over an extended period of time (e.g. a day or a week)					

CONTENT SKILLS & TECHNIQUES - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. Communication					
A. Be aware of need for clarity in communication, and its relationship to classroom control.	1. After giving oral directions, ask students pertinent questions, i.e. "Can you hear me?", "Do you understand?", etc.			T	
1. Suggest techniques for improving skills to achieve effective communication.	2. After giving written directions, evaluate their clarity by observing student performance.			T	
2. Demonstrate an ability to apply rules of written and oral communication.	3. Make a video or audio tape of a lesson. Make a written evaluation of voice tone, volume, choice of words, expression, etc. and write the influence these factors have on child behavior.			T	
B. Implement and combine oral and written skills for successful communication and be able to evaluate if such has been achieved.	4. Write specific lessons which emphasize clarity of communication between children. For example: play the game "Rumors," video/audio taping of these skills, play acting, etc.			T	
C. Voice Control - realize that the manner in which one speaks influences child behavior.					
D. Recognize the need for affective communication between children.					

CONTENT SKILLS & TECHNIQUES - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
II. Knowledge					
A. Understand the need for and strive for a well balanced background of academic subjects and social or cultural interest.	1. Intern will plan and implement an interdisciplinary unit. Include also special subject areas, i.e. art, music, gym, etc.			M & T	
	2. Develop learning centers based on students' indicated interests and knowledge.			M & T	
B. Demonstrate continued growth in learning subject matter.	3. Design specific projects for interested students which take them beyond the required subject area material.			T	
C. Correlate knowledge in academic subjects with good methodology in teaching.					
III. Knowledge of Resources					
A. To be able to locate and understand uses of available resources - school and community.	1. Develop lessons using each piece of equipment - include motivation and follow-up questioning sequence.			T	
B. Demonstrate an ability to select appropriate resource materials (including books) for a given lesson or to find particular kinds of information.	2. Design and implement software in a lesson, i.e. a. make a tape b. make a filmstrip c. make slides d. sequence of overheads			T	
C. Be able to demonstrate knowledge of internal and external resources.	3. Make children more aware of available resources and improve their ability to use equipment within school regulations by planning a lesson in which children participate in the designing and implementation of software.			T	

CONTENT SKILLS & TECHNIQUES - SITUATION III

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
IV. Presenting					
A. Recognize differences in type for large and small groups and individuals.	1. Plan a lesson using this grouping plan: large group leading into small group and then back into large group synthesis.			T	
B. Suggest kinds of supplementary presentations for each.	2. Throughout situation utilize all methods of presenting:			T	
C. Implement change and use combinations in working with various individuals.	a. Lecture			T	
	b. Demonstration			T	
	c. Discussion			T	
	d. Heuristic			T	
D. Be able to demonstrate appropriate techniques to facilitate student/student as well as student/teacher learning interactions.	e. Mathematical invention or Discovery			T	
	f. Laboratory			T	
	g. Practice			T	
	h. Drill			T	
	i. Projects			T	
	j. Experiments			T	
E. Be able to present problems and develop good problem-solving behavior in students.	3. Set up peer group teaching situations within the classroom			T	
	4. Optional - Set up cross classroom pupil teaching situations, i.e., 5th grade student reading a story to 1st grader, etc.			T	
	5. Involve children in a problem-solving situation, i.e., planning a field trip, game, assembly production, etc.			T	

COMPETENCIES	ACTIVITIES SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
V. Diagnosis					
A. Recognize purpose.	1. Intern constructs games and other materials that will help to improve a diagnosed weakness			T	
B. Suggest methods, means and interpret results.	2. Intern chooses one particular skill area (For example grammar- the correct use of was and were) Intern administers simple Intern made diagnostic test, groups according to results, and carries out one or more activities to remediate weakness(es).			T	
C. Implement interpetation of results with individual children.	3. Intern re-evaluates after remediation (above). Re-tests the same areas to check for results of remediation. (Has improvement occurred? To what extent? Is further remediation needed?)			T	

PHILOSOPHICAL POSITION - SITUATION III

COMPETENCIES	ACTIVITY SUGGESTED	ACTIVITY PERFORMED	INTERN JUDGMENT	PROFESS. JUDGMENT	REMARKS
I. Philosophy of Education					
A. A person recognizes that there are many philosophies of education and he is responsible for developing his own.	1. After each field trip write a brief philosophy behind the operation of that particular school. Compare and contrast this philosophy with your own.			M	
B. A person is able to identify methods in agreement with various philosophies of education.	2. Write your present philosophy of education. Compare this with the one you wrote in the first situation.			M	
C. A person is able to relate his methods to a specific philosophy.					

We Believe Statements
of the
Fredonia/Hamburg Teacher Education Center

I. Concerns of Individuality

1. We believe that teachers need to accept children on their level - for what they are; be aware of individual differences.
2. We believe in the absolute worth of the human individual - above all else - including subject matter.
3. We believe in a commitment to individualized education.

II. Human Relations

1. We believe that teachers should be aware of various techniques of discipline and handling specific problems with children.
2. We believe that teachers should be flexible in planning, in dealing with children, (and in use of extra time) and with different teachers.
3. We believe that teachers should be fair and just to each child.
4. We believe a teacher must be positive and supportive in her association with staff, parents and teachers.
5. We believe teachers should understand children and be empathetic to their problems and seek their interests.
6. We believe a teacher must be a good listener.
7. We believe that in a Center approach, the human element is the most important ingredient.
8. We believe that despite some knowing more than others, people should learn by their own mistakes.
9. We believe our mutual concern is helping children.

III. Decision Making

1. We believe teachers should be responsible (meaning concern, awareness, diagnosis, finding appropriate resources) for the welfare of the total child (psychological, physical, academic, mental, and social).
2. We believe a teacher must constantly sit back and re-evaluate his own behavior and goals (desires and directions) as it pertains to his teaching.
3. We believe each person should operate as independently and inter-dependently as possible - decision-making yields responsibility.
4. Learning can occur in many different ways. We believe a person has the right to determine his own methods to accomplish his objectives as long as they don't infringe on the rights of others.
5. We believe we should educate people to deal with change.
6. We believe we should evaluate people's performance on observable, stated criteria.
7. We believe we should set up some flexible criteria for a successful student intern.

IV. Content, Skills and Techniques

1. We believe teachers should be aware of and use media resources and resource personnel available that will improve their teaching operations.
2. We believe teachers should understand the learning process as much as possible to be able to guide individual students effectively.
3. We believe teachers should be exposed to and demonstrate various teaching techniques and be knowledgeable of current issues, changes and programs in education.
4. We believe that teachers should be able to develop their own teching styles consistent with educational program of the school.
5. We believe that a teacher should have a good understanding of the development of reading - particularly diagnostic tools and their use.
6. We believe that teachers should have a good background in content areas and correlation of this content through the grades.
7. We believe in a commitment to discovery-oriented education.

V. Statement of Philosophy

1. We believe that teachers should have a classroom organization consistent with the Hamburg educational system and its school policies.
2. We believe that there are basic tenets of education that cut across all levels - e.g., self-concept.
3. We believe learning should be enjoyable.
4. We believe education should be to promote growth - not just to pass judgment or assign ratings.
5. We believe our teachers should be present-and-future oriented in their approach to teaching and learning.
6. We believe, given the collective talents and intentions of this group, that it would be hard for our program to err seriously enough to damage either pupils or interns.

JEB:MTA
6/14/74